DOCUMENT RESUME

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ABSTRACT

The 1974-75 Florida special education (SE) plan assesses SE efforts to date as the basis for projections regarding future educational needs and budget requirements. An overview of state planning efforts provides data on such topics as state goals and commitment; constraints in implementing a statewide program; and the rationale for development of the 1975 document on projected activities. Charted are current educational needs and projected activities (analyzed according to categories of product, process, and status) regarding the following handicapped populations: mentally retarded, learning disabled, emotionally disturbed, socially maladjusted, physically handicapped, visually impaired, deaf-blind, deaf and hard of hearing, speech and language impaired, and gifted. A problem area in the education of the deaf, for instance, is said to be lack of parent information/education from the time the child is suspected of being hearing impaired until he completes his educational program. The continuation and expansion of vocational education programs for trainable mentally retarded students is an example of a projected activity. (LH)

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Florida State Plan for the Education of Exceptional Students

1974-75

Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner

EC 070534

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

DESCRIPTION OF PROJECTED ACTIVITIES FOR THE EDUCATION OF HANDICAPPED CHILDREN

FOR FISCAL YEAR: FY 75

FORM APPROVED
O.M.B. NO. 51-R0820

DATE OF THIS REPORT: June 1, 1974

PART I – SUMMARY COVER SHEET

A. IDENTIFICATION

1. NAME OF STATE EDUCATIONAL AGENCY	2. ADDRESS *(include ZIP code)*	3. TELEPHONE
Florida Department of Education	Tallahassee, Florida 32304	AREA CODE 904 NUMBER 488-1570

B. ESTIMATED ALLOTMENTS OR EXPENDITURES UNDER SELECTED PROGRAMS FOR HANDICAPPED CHILDREN, AND CERTIFICATION BY PROGRAM OFFICIALS.

This is to certify that I participated in the development and received a copy of the Description of Projected Activities Document.

NAME AND TITLE OF ADMINISTRATOR *(a)*	SIGNATURE *(b)*	ESTIMATED ALLOTMENT/EXPENDITURE *(c)*
1. PART B, EHA Landis M. Stetler, Chief Bureau of Education for Exceptional Students	Landis M Stetler	$ 1,280,063.00
2. PUBLIC LAW 89-313 Landis M. Stetler, Chief Bureau of Education for Exceptional Students	Landis M Stetler	2,057,972.00
3. PART D, EHA Landis M. Stetler, Chief Bureau of Education for Exceptional Students	Landis M Stetler	183,000.00
4. ESEA TITLE I *(other than Public Law 89-313)* Halley Lewis, Administrator Compensatory Education	Halley B. Lewis, Jr	1,254,579.00
5. ESEA TITLE III, INCLUDING SECTION 306 *(15% or more)* Leo Howell, Administrator Educational Innovations	L H Howell, Jr.	673,831.00
6. VOCATIONAL EDUCATION ACT *(10% or more)* Joe Mills, Director Division of Vocational, Technical and Adult Education	Joe Mills	1,356,839.00
7. STATE DIRECTOR OF SPECIAL EDUCATION Landis M. Stetler, Chief Bureau of Education for Exceptional Students	Landis M Stetler	*(d)* LOCAL 35,130,770.00 *(e)* STATE 119,174,993.00
8. OFFICIAL AUTHORIZED TO SUBMIT DESCRIPTION OF PROJECTED ACTIVITIES *(Chief State School Officer or Designee)* Ralph D. Turlington Commissioner	Ralph D. Turlington	*(f)* TOTAL $161,112,047.00

OE FORM 9016, 7/73 PREVIOUS EDITIONS OF THIS FORM ARE OBSOLETE.

FLORIDA

DESCRIPTION OF PROJECTED ACTIVITIES FOR FY 75 FOR THE EDUCATION OF HANDICAPPED CHILDREN

INTRODUCTION

BASIS OF STATE OPERATION AND ORGANIZATION

First steps for the State to accept responsibility for the care and education of handicapped children were taken in 1883 when the Legislature passed an act providing for the establishment of an institution for the "blind, deaf and dumb." A school for delinquent boys was opened in Marianna in 1900 and a similar school for delinquent girls was in operation at Ocala by 1917.

The 1919 Legislature was given a report of the Commission to study the care of the "epileptic and feebleminded" and as a result enacted a law providing for the establishment of the Florida Farm Colony for Epileptic and Feebleminded later to become the Sunland Training Center at Gainesville.

Beginning with the Florida School law passed in 1941 to provide for the education of "physically handicapped" children and an amendment passed in 1945 making provision for the mentally retarded public school students, Florida gave recognition to State responsibility in the provision of instruction and facilities for exceptional children in district school systems. When the Minimum Foundation Program was passed in 1947, broader provisions were made for special education to meet the needs of all exceptional children in so far as practicable by permitting the establishment of special instruction units for exceptional children from State funds.

The Special Legislative Session on Education in 1968 passed legislation requiring each district school board to provide appropriate programs of special instruction by 1973-74. The Legislature provided increased funding for exceptional child instruction units as well as special funds for facilities, equipment and teacher training to fully implement the program in five years. The Legislature has fully funded the Department of Education's request except for additional State staff.

In 1973, the Legislature adopted a new educational finance system called the Florida Education Finance Program (F.E.F.P.). The F.E.F.P. outlines the procedures and techniques used to calculate the Full Time Equivalent (F.T.E.) to determine funding of the various programs for Florida's schools. The calculation of the F.T.E.'s is one of the major differences between the F.E.F.P. and the former Minimum Foundation Program.

The basic concept is that one F.T.E. is a student in instructional programs twenty-five hours per week in a term of instruction which is 180 days in length. A basic student cost factor is determined by the amount appropriated by the Legislature, the F.T.E. reported by the districts, and the cost of other F.E.F.P. elements.

The F.T.E. allocation for each program is the F.T.E. x cost factor for the program x the base student cost.

Programs which are more expensive to operate receive a weighted cost factor. For the 1973-74 school year, cost factors established by the Legislature for special programs for exceptional students are:

Special Programs for Exceptional Students:	*Cost Factor:*
Educable mentally retarded	*2.30*
Trainable mentally retarded	*3.00*
Physically handicapped	*3.50*
Physical and occupational therapy I	*6.00*
Speech therapy I	*10.00*
Deaf	*4.00*
Visually handicapped I	*10.00*
Visually handicapped	*3.50*
Emotionally disturbed I	*7.50*
Emotionally disturbed	*3.70*
Socially maladjusted	*2.30*
Specific learning disability I	*7.50*
Specific learning disability	*2.30*
Gifted I	*3.00*
Hospital and homebound I	*15.00*

Cost factors in special programs for exceptional students identified by the Roman numeral one (I) are limited to a maximum of seven twenty-fifths (7/25) of a student membership in a given program during a week.

Under the State Board of Education a residential program is provided for deaf and blind students at the Verle Pope School for the Deaf and Blind in St. Augustine. The school presently provides education for 653 deaf children in the Department for the Deaf and 200 blind students in the Department for the Blind. Commencing two years ago state-wide services for deaf/blind children are being coordinated through the State school.

The Florida Instructional Materials Center for the Visually Handicapped was authorized by the 1972 Legislature and began operation in 1973.

Other residential programs are administered by the Department of Health and Rehabilitation Services. These include:

> *Division of Retardation - Twelve regional service centers, six of whom provide residential training and care, and two of whom provide respite care and intensive training.*
>
> *Division of Mental Health - Educational programs for school aged emotionally disturbed children in three of the four State's mental hospitals serving 164 school aged students.*

Division of Youth Services - Four residential training centers for delinquent and socially maladjusted youth and community based programs.

There are sixty-seven (67) county school districts in Florida, falling into the following student population groupings.

250,000 - 35,000	11
35,000 - 15,000	10
15,000 - 700	46
	67

Major legislation introduced during the April-May 1974 Legislative Session were:

1.	S.B. 639	Special Education Support Services to make available assessment, evaluation and consultant services.	$2,920,000
2.	S.B. 369	Right to education for profoundly retarded with phase in by 1975-76	635,000
3.	S.B. 394	68th School District. Create special school district for state residential schools operated by Department of Health and Rehabilitative Services.	
4.	S.B. 939	Comprehensive State Plan for Deaf Education. Establish roles and responsibilities of day school and residential school.	
5.	S.B. 354	Creates first regional residential center for emotionally disturbed students	
6.	S.B. 235	Comprehensive School Health Services	
7.	S.B. 588	Mandatory registration of visually handicapped persons	
8.	H.B. 2757	Provide Department of Education Consultant for programs for specific learning disabilities	
9.	H.B. 2758	Require all elementary teachers to have training in exceptional child education	
10.	H.B. 3588	Establish 16 regional diagnostic and resource centers for exceptional students	4,000,000
11.	H.B. 3305	Pilot study on specific learning disabilities in Orange county school district	
12.	H.B. 2880	Establishes Mental Retardation Advocacy Committees	
13.	H.B. 2509	Bill of Rights for the Institutionalized Mentally Retarded	

GOALS FOR THE EDUCATION OF EXCEPTIONAL STUDENTS IN FLORIDA

The State Board of Education adopted the Goals of Education in Florida. (see attachment II - Goals for Education in Florida)

As stated in the Florida Accreditation Standards for Public Schools, the goals of exceptional child education are to:

(a) Fulfill the goals of the overall elementary, junior high, middle school and senior high instructional programs. (see attachment II)

(b) Assist each handicapped exceptional child to become less dependent on others and hence, more independent within a framework of his recognized limitations.

(c) Broaden the range of experiences for gifted students by introducing knowledge and activities not ordinarily encountered in the regular curriculum.

STATE COMMITMENT

In addition to the legislative support to fund the phase-in plan for mandatory legislation, the State Commissioner of Education identified the "provision of education to students not currently being served in programs for exceptional students," as one of the priority areas for the Department of Education for 1974-75 and 1975-76.

The State's role in education has been identified as responsibilities and activities related to:

1. Those directed toward maintaining the effectiveness and efficiency of present educational practices as directed by statutes, regulations, and professional standards, and

2. Those directed toward identifying, developing, and encouraging new or improved procedures and practices in educational institutions.

The Bureau of Education for Exceptional Students emphasizes the role of its staff members in the mutuality of planning with local districts and residential programs to assure the availability of appropriate educational programs for all exceptional students. One of the primary ways to achieve this is through the District Procedures for Providing Special Education for Exceptional Students. (see enclosed)

CONSTRAINTS IN IMPLEMENTING STATE-WIDE PROGRAM

As described further in the problem section XIII of this document, constraints are summarized as follows:

a) Lack of trained and experienced administrators and supervisors at the local level.

b) *Lack of State leadership personnel. (No full-time staff in Department of Education for emotionally disturbed, socially maladjusted, or physically handicapped)*

c) *Lack of effective utilization of instructional resources.*

d) *Few early childhood programs for exceptional children.*

e) *Lack of sources for medical and psychological evaluations and educational assessments.*

f) *Lack of substantial procedures for evaluation of programs.*

RATIONALE FOR THE DEVELOPMENT OF THE FISCAL YEAR 75 PROJECTED ACTIVITIES DOCUMENT

The development of a state-wide plan of educational programs for all handicapped children within a state would require that a State have available:

1. *A state-wide assessment system for all programs (State Model for TMR Assessment being developed)*

2. *A management information system (major priority for entire Department)*

3. *Staff expertise in planning*

4. *Staff time to prepare documents*

Subjective judgement is that Florida has less than 25% of the adequate amount of these four ingredients and therefore realizes that this document will not be as comprehensive or complete as desired.

In approaching the task of developing the fiscal year 75 projected activities document, the lack of needs assessment, data and staff time required that to developed the problems, objectives and major activities in "child centered" terms they were analyzed as to product, process or status. These terms are defined as:

1. *Product - Problems specifying student learning outcomes resulting from planned educational programs. Objectives include a statement of student behavior to be changed and criteria.*

2. *Process - Problems related to the action of staff in implementing the planned educational program. Objectives specify specific activities of staff.*

3. *Status - Problems related to quantitative or observable values or amounts than can be seen, counted, measured, etc. These problems relate to the "things" of education; the resources that will be used to carry on an educational program such as facilities, student/teacher ratio, etc.*

Each problem statement has been specified as either a product, process or status problem as viewed by the Department of Education.

1972-73
FLORIDA'S EXCEPTIONAL CHILD PROGRAM
% OF CHILDREN SERVED

Based on 1972 - 1973 ADM. 1,422,698 (1-12)

TYPE PROGRAM	PREVALENCE	TOTAL	SERVED	%
EDUCABLE M R	2.00	28,454	25,476	90%
TRAINABLE M R	.25	3,557	3,683	104%
PHYSICALLY HANDICAPPED	.65	9,248	7,790	84%
SPEECH AND HEARING	5.00	71,135	47,094	66%
DEAF	.10	1,423	1,246	88%
VISION	.09	1,280	909	71%
EMOTIONALLY DISTURBED	1.00	14,227	3,683	26%
SPECIFIC LEARNING DIS.	1.00	14,227	8,760	62%
SOCIALLY MALADJUSTED	1.00	6,893	2,303	33%
GIFTED	2.00	28,454	12,585	44%
TOTALS	13.09	178,898	114,006	60%
HANDICAPPED	11.09	150,444	101,421	67%

Attachment III

FLORIDA ACCREDITATION STANDARDS - 1971

INSTRUCTIONAL PROGRAM GOALS

Elementary

The elementary school . . . develops its goals on the basis of the developmental needs of students, the needs of society with its aspirations for its students, and the disciplines of organized knowledge. Specific goals of the elementary school are:

1. *The development of processes and skills -- rational thinking and learning, building concepts, seeing relationships, generalizing, making applications, arriving at independent judgements, problem solving and communication.*
2. *The development of moral and ethical sense which values the goals and processes of a free society.*
3. *The mastery of content in the several areas of learning.*

Junior High or Middle School

1. *Master the basic skills of inquiry and study.*
2. *Help pupils develop in greater depth a realistic understanding of themselves in their work. Study and recreation.*
3. *Foster a sense of positive self-worth and an enhanced understanding of others.*

Senior High

1. *Develop in every student the desire and the intellectual tools for continued learning throughout life.*
2. *Prepare adequately those students who have the capacity and desire to pursue further formal education after graduation from high school.*
3. *Prepare adequately those students who have the capacity and desire to earn livelihood after graduation from high school.*
4. *Prepare adequately those students who have the capacity and desire to pursue further occupational education upon graduation.*

Part II Program Planning

A. Program Planning - Overall state planning efforts

Planning activities for the State's handicapped students are concentrated at four levels:

I. County school district planning activities

At the district level (which are the same as the 67 counties) each district develops a reporting and planning document which covers these points:

1. Philosophy and direction of the district exceptional child education program.
2. Organization and operation of exceptional child education program.
3. Procedures for provision of programs available within the district.
4. Procedures for provision of programs available through multi-district cooperatives.
5. Procedures for serving exceptional students for whom programs are not available.
6. Procedures for contractual arrangements with non-public schools. Also included are charts showing:
    (a) survey of exceptional children
    (b) proposed personnel, students and F.T.E. projected for three years.

   These documents received in April of each year serve as the basis for legislative requests, allocation of state funds and a vehicle for the identification of major problems that might necessitate changes in law, regulations, or funding procedures.

The Legislature has also passed legislation requiring district comprehensive planning for the total educational program in each district. The exceptional student program will be a part of each district's comprehensive plan. A State planning model has been developed and top priority for 1974-75 has been established by the Commissioner to provide technical assistance to districts in comprehensive planning procedures.

II. Department of Education Planning

The Bureau of Education for Exceptional Students is a unit within the Division of Elementary and Secondary Education (see attached organization chart).

The present staff consists of:

FLORIDA DEPARTMENT OF EDUCATION
Division of Elementary and Secondary Education

BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS

Dr. Landis M. Stetler, Chief

Program Development & Evaluation Section
Mrs. Wendy M. Cullar, Administrator

Consultants

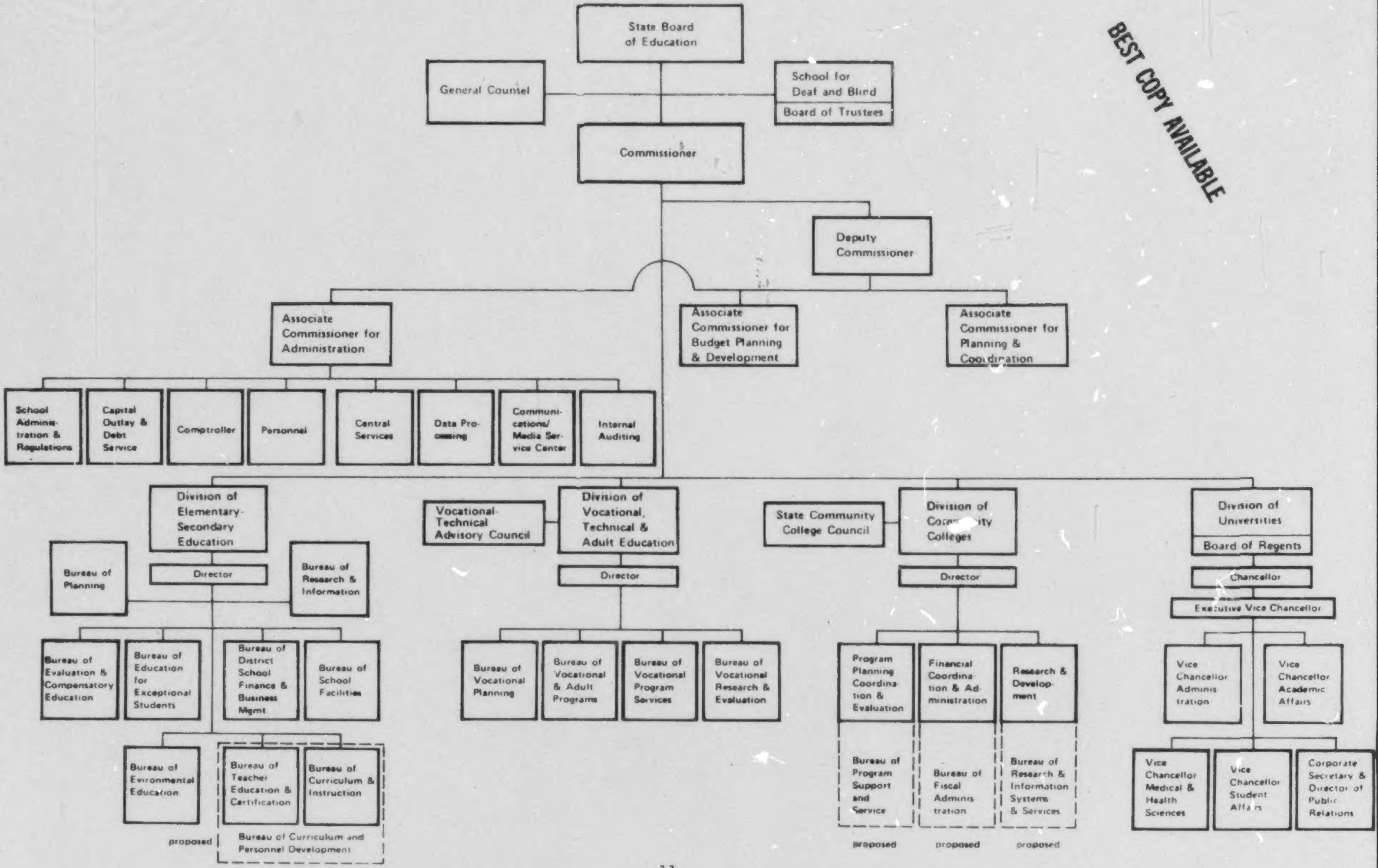
Vision and Homebound	Mrs. Hazel Hargrove
Speech, Language and Hearing	Dr. Sara Conlon
Gifted and Physically Handicapped	Miss Joyce Runyon
Trainable Mentally Retarded	Mrs. Virginia Eaton
Educable Mentally Retarded	Mrs. Patricia Hollis
Deaf Education	Mrs. Gladys Crawford EHA Title VI-B
Emotionally Disturbed and Socially Maladjusted	Mr. Robert Connors EHA Title VI-B
Specific Learning Disabilities	Mr. Dennis Ehrhardt EHA Title VI-G

Program Services Section
______________________, Administrator
(Proposed)

Consultants

EHA Title VI-B ESEA 89-313	Mrs. Martha Jones
Florida Learning Resources System EHA Title VI-C	Mrs. Doris Nabi Mrs. Johanna Dukes (Contract)
EHA Title VI-D Professional Preparation	Mrs. Louise Fahrney
Manpower Project EHA Title VI-D	Mrs. Laverne Graves
Florida Instructional Materials Center for the Visually Handicapped	Hillsborough County (Contract)

DEPARTMENT OF EDUCATION


State Board of Education
General Counsel
School for Deaf and Blind
Board of Trustees
Commissioner
Deputy Commissioner
Associate Commissioner for Administration
Associate Commissioner for Budget Planning & Development
Associate Commissioner for Planning & Coordination
School Administration & Regulations
Capital Outlay & Debt Service
Comptroller
Personnel
Central Services
Data Processing
Communications/ Media Service Center
Internal Auditing
Division of Elementary-Secondary Education
Director
Bureau of Planning
Bureau of Research & Information
Bureau of Evaluation & Compensatory Education
Bureau of Education for Exceptional Students
Bureau of District School Finance & Business Mgmt.
Bureau of School Facilities
Bureau of Environmental Education
Bureau of Teacher Education & Certification
Bureau of Curriculum & Instruction
proposed
Bureau of Curriculum and Personnel Development
Vocational-Technical Advisory Council
Division of Vocational, Technical & Adult Education
Director
Bureau of Vocational Planning
Bureau of Vocational & Adult Programs
Bureau of Vocational Program Services
Bureau of Vocational Research & Evaluation
State Community College Council
Division of Community Colleges
Director
Program Planning Coordination & Evaluation
Financial Coordination & Administration
Research & Development
Bureau of Program Support and Service
Bureau of Fiscal Administration
Bureau of Research & Information Systems & Services
proposed
proposed
proposed
Division of Universities
Board of Regents
Chancellor
Executive Vice Chancellor
Vice Chancellor Administration
Vice Chancellor Academic Affairs
Vice Chancellor Medical & Health Sciences
Vice Chancellor Student Affairs
Corporate Secretary & Director of Public Relations

The two prime vehicles for planning used within the Bureau of Education for Exceptional Students are the annual legislative budget request -- PPBS Budget and the Projected Activities Document. Planning for the maintenance and expansion of existing programs is done through program analysis, needs assessment and surveys. In planning for new directions, issue papers or reports are developed and sent through the system for approval. From these papers, necessary legislations or steps are taken. Reports so far developed and approved during FY 74 include:

a) *The Report of the Commissioner of Education's Technical Task Force on the Education of the Hearing Impaired.*

Internal planning and coordination of the Division of Elementary and Secondary Education is through the Planning Council made up of each of the eight Bureau Chiefs. There is increased activity for PPBS and the Division Management Information System.

The program area consultants of the Bureau of Education for Exceptional Students reflect the training needs for teachers of the handicapped relevant to program growth or directional emphasis. These needs are supported by two funds, that of P.L. 91-230, Part D, and State (through State Summer Fellowship awards and tuition grants of up to $200 in any quarter). The information concerning the State and Federal competitive scholarships is dispersed in January. The State appointed Scholarship Selection Committee meets early in March to review the hundreds of applications and to select recipients for both the Federal and State training dollars. In addition, as part of their projected training needs, the program area consultants plan and direct inservice activities through special study institutes.

Inter-divisional planning is carried out on a continuous basis with the Division of Vocational Education through the State Council for the Vocational Education for the Handicapped and the Projected Activities Document.

Inter-divisional planning with the Board of Regent's staff includes review of training programs at the state universities. More direct planning is done with university personnel themselves through informal contacts and the annual meeting sponsored by the Bureau of Education for Exceptional Students.

Cooperative planning is done with the School for the Deaf and Blind through the Projected Activities Document and the State Legislative Budget. Strong encouragement and interest have been generated for closer cooperative planning with FSDB by the Commissioner, Governor's Office, and several legislators.

This has led to the Commissioner's appointment of a task force to develop a comprehensive plan for the education of Florida's hearing impaired students: deaf and hard of hearing.

III. Department of Health and Rehabilitative Services

Within the Department of Health and Rehabilitative Services, there exists a Division of Planning and Evaluation. This division is responsible for planning for the coordination of program development and functions within the Department by providing evaluation techniques to measure program effectiveness.

Within the Division of Retardation, of the DHRS, there is a Planning, Evaluation, Information and Statistics Section. This section is responsible for statewide program planning for DR clients. This section coordinates closely with the Division of Planning and Evaluation, and the Bureau of Education for Exceptional Students,Department of Education in order to insure total educational programming for the retarded in Florida.

The Division of Mental Health participates in all appropriate department-wide education planning. The Division has active representation on the Health and Rehabilitative Services Education Task Force, currently involved with Department of Health and Rehabilitative Services and Department of Education planning for "68th School District" concept funding.

IV. Inter-Departmental Planning at the State Level

All other State agencies dealing with the handicapped (except the Industrial Commission) are located within the Department of Health and Rehabilitative Services. In addition to continuous informal contacts as well as membership on each other's advisory and review committees, the Projected Activities Document serves as a vehicle for cooperative planning. Some cooperative planning has also been initiated through the Department of Administration, Division of Planning.

On April 12 and 30, 1974, representatives from all state agencies participating in 89-313 funds and the education for exceptional student staff met and had a very productive day in planning state-wide for Florida's handicapped students.

B. Program Coordination - Major agencies and organizations that participated in the over-all State effort

I. State Advisory Committee on Exceptional Child Education - A State Advisory Committee appointed by the Commissioner of Education made up of 21 members representing all state agencies providing services for handicapped children, university training personnel, parents, general educators, voluntary health organizations, private schools and physicians. This is the Advisory group within the Division of Elementary and Secondary Education which advises the Division Director and the Commissioner. It meets a minimum of two times a year, reviews the proposed problems for the Projected Activities Document and makes recommendations for expansion or deletion and identifies those problem areas for which Title VI-B funds will be utilized.

Other Advisory groups that have been formed have all been established as sub-committees of the State Advisory Committee, and are responsible to the State Committees at their regular meetings. The Advisory Committee accepts or rejects their recommendations for submission to the Commissioner and Division Director. Steering committees that have been formed are:

1. State Advisory Council for the Florida Instructional Materials Center for the Visually Handicapped

2. Steering Committee for the Florida Learning Resources System

3. Steering Committee for the Education for the Mentally Retarded

4. State Planning Committee for the Education of the Gifted

5. State Steering Committee for Specific Learning Disabilities

Staff members from state agencies serving on the State Advisory Committee and/or steering committees include:

1. Division of Retardation - The Department of Health and Rehabilitative Services (DHRS)
2. Division of Mental Health (DHRS)
3. Division of Health (DHRS)
4. Division of Youth Services (DHRS)
5. Division of Vocational Rehabilitation (DHRS, includes Bureau of Blind Services)

Members of the Bureau of Education for Exceptional Students also serve on other agency planning or review committees including:

1. State Developmental Disabilities Council
2. State Council for the Vocational Education of Handicapped Youth
3. Department of Health and Rehabilitative Services - Committee on Children's Medical Services

The Division of Retardation presently has three advisory committees primarily for grant review. These include with their membership:

Education Advisory Committee 89-313	*State Grant-in-Aid and Title IV-A Review Committee*	*Developmental Disabilities Grants Review*
1. Mr. William J. Miller - DVR	*1. Mr. Bruce Fallert-MH - Chairman*	*1. Mr. Herbert Morgan-FARC*
2. Mr. Herbert Morgan - FARC	*2. Dr. R.L. Williams-A&M*	*2. Mr. Max Bear - VCP*
3. Dr. Landis Stetler - DOE	*3. Mr. Tom Swift - DOE*	*3. Mrs. Wendy Cullar-DOE*
4. Mr. Ed Williams - DOE	*4. Mr. Dave Sellers - DVR*	*4. Dr. James Foshee-FSU*
5. Mr. Marc Morgan - DR	*5. Dr. James Foshee - FSU*	*5. Mr. Dave Sellers-DVR*
6. Dr. Ben Allen - DR	*6. Mrs. Virginia Eaton-DOE*	*6. Dr. B.T. Wilder-UF*
7. Mrs. Nell Melzer - DR	*7. Mr. Herbert Morgan-FARC*	
8. Dr. Arnold Cortazzo - DR	*8. Mr. Gordon Davies-Community Affairs*	
9. Mrs. E. Marcum - DR	*9. Mrs. Ellen Thiel - FSU*	
10. Dr. Tom Dillon - DR		
11. Mr. Victor Crosby - DR		
12. Mr. James Hosch - DR		
13. Mr. Jack McAllister - DR		
14. Dr. James Foshee - FSU		
15. Dr. Carl Proehl - DOE		
16. Mr. Bob Watson - DOE		
17. Mr. Clifford Horst - DR		
18. Dr. Fitzgibbon - DR		
19. Mr. George Corcoran - DR		

In addition to representatives serving on advisory committees, an annual meeting is held of university training personnel. The staff person on Title VI-D funds serves as formal liaison for university and teacher education groups. At the annual university meeting there are also officers of the Florida Council of Administrators of Special Education and the officers of the Florida Federation Council for Exceptional Children.

The State Advisory Council on Vocational Education reviews and makes recommendations to the Commissioner and Division of Vocational Education on vocational programs for the handicapped.

The Board of Trustees for the Florida School for the Deaf and Blind consists of seven (7) members and acts with and under the supervision and general policies adopted by the State Board of Education. The board of trustees has jurisdiction over management of the school.

From the Department of Education viewpoint, the main pivotal point for program planning and coordination with district school systems is focused on the individual educational consultant assigned to an area of exceptionality. The consultant serves as liaison, information gatherer, developer of program standards, strategies and long-term objectives as he works with both local school districts, residential programs, university programs, state agencies, volunteer organizations and parent groups. Each of the DOE consultants assigned to an exceptional student area(s) has taken major responsibility in the development of the problem, objective and activity statements for the FY 74 Projected Activities Document.

C. Program Evaluation

Progress made toward meeting the established FY 74 objectives has been described by each of the Bureau of Education for Exceptional Students consultants according to their assignments, principals from the School for the Deaf and Blind and educational consultants from Department of Health and Rehabilitative Services.

Problem area I - Trainable Mentally Retarded

I(A) A catalogue of objectives developed in Duval County will be distributed to all teachers of TMR students during July, 1974.

I(B) Access to program in FY 74 report, an increase in the number of children served has resulted in a projected figure of 99% of trainable mentally retarded school age students to be served by 1976-77.

I(C) a) Fewer students have been excluded from programs this past year and fewer statements of exclusion criteria are included in the district plan.
  b) A record of all certificates of exclusions has been maintained. Contractual guidelines have been distributed to districts for providing alternative educational plans.
  c) Through cooperative planning with the Division of Retardation, TMR and EMR students of school age are not maintained with state funds in non-public schools.

I(D) Early childhood - Legislation was passed which permits districts to use state educational funds to provide instructional programs for TMR students from 0-5.

A Department of Education publication for developing home training programs was distributed to the districts.

I(E) Facilities - A Department of Education publication on Florida exceptional student facilities including TMR facility plans and program descriptors was distributed state wide.

Problem area II Educable Mentally Retarded

II(A) Further refinement of staffing and placement procedures remains an assessed need in approximately thirty three of the 67 districts. Trained personnel are becoming increasingly available to provide quality services.

II(B) The need for continued improvement of district services in the area of pre-vocational and vocational programming for the educable mentally retarded is slowly being resolved as indicated by an analysis of the Annual Report document and other relevant statistics from the Division of Vocational and Technical Education and the Division of Vocational Rehabilitation.

II(C) Programs for the educable mentally retarded have continued to increase but are expected to level off in FY 74 to serve approximately 30,000 students.

II(D) Limited progress has been made in resolving the problem of assessing student progress in EMR programs. The impact of the dissemination effect of a Curriculum Outline has yet to be determined.

Division of Retardation

I(A) Trainable Mentally Retarded - Expansion of 4.4% ADA is evidenced.

I(B) A comprehensive needs assessment has been devised that will provide comparative data as a basis to formulating realistically attainable instructional goals.

II(A) Educable Retarded - Improvement effected approximately 200 new placements in community settings.

III(A) Profoundly Retarded - Progress has been made to the extent that now only 1000 receive insufficient to be counted on ADA. Almost all receive some instruction.

IV(A) Multiply Handicapped Retarded - Many new staff have been employed with the result that where formerly 1000 multiply handicapped were not receiving adequate quantity of instruction, this figure has been reduced to approximately 500.

V(A) All Levels of Retardation - There have been approximately 200 additional group living home placements of persons of school age. Four new educational day care centers have opened. Minority group inclusion has ceased to be a problem of importance.

Program area III Specific Learning Disabilities

The Title VI-G CSDP has been implemented in three sparsely populated districts and drive-in conferences held to acquaint other districts with the unique problems and solutions in establishing SLD programs in sparsely populated districts. As a result of the grant, a person has been hired to act as full-time consultant for SLD. A State SLD Steering Committee has also been formed and has held three meetings.

Certification, while still a problem area, will improve with the addition of new programs at University of North Florida, University of South Florida, Florida Technological University and Flagler College.

It is projected that increased statewide coordination will lead to improved programs through uniform criteria and guidelines for programming.

Problem area IV Emotionally Disturbed

Objective A. Concerned with the maintenance as the expansion of the program for the emotionally disturbed in fiscal year 1974.

Programs have been maintained and expanded throughout the State during the past school year. However, with the change in Florida's educational funding base, it was impossible to figure the growth in terms of students served. The teacher growth was from 218 to 359.

Objective (3) Continuous liaison with the University programs was accomplished, however, drive-in conferences were not held.

Objective (4) I have no knowledge whether this has been accomplished.

Objective (5) This was accomplished, however, the student population was 215.

Objective (6) This objective was only partly accomplished. This was at Florida State Hospital in Chattahochee.

Objective (7) This is an on-going objective and has been attended to.

(1) Related process problem area B (process) This was not accomplished, however, plans for this are still being pursued in this year's legislative budget.

Status problem C - O.K.

Process problem D - This has been one of the major thrusts of the consultant in working with the Division of Mental Health this past year and will continue to be so in the future.

Problem area V Socially Maladjusted

Objective A

- *a) We met this objective and exceeded it by approximately 500 students. 2400 + 540 = 2940 projected. 3588 approximately. We should increase this by another 500 students in 1974-75.*
- *b) The availability of a prescribed educational program has been made available to all the students under the Division of Youth Services jurisdiction either through their budget or through cooperative arrangements with a local school system.*

Objective V-A

1. *Increased to 151 teaching units*
2. *Yes, this was accomplished, however, they did not expend the total Title I, 90-570 dollars.*
3. *This was accomplished also.*

Objective V-B. This was not accomplished but should be considered for next year.

Problem area VI Physically Handicapped and Other Health Impaired

The program for the physically handicapped has been a stable program over the past few years. Minimum consultant services have been available to the districts. A Title III project to provide a physical therapy program in Palm Beach County has been implemented.

A three-county survey was cooperatively conducted by the Division of Mental Retardation, the Florida Epilepsy Foundation and the Bureau of Education for Exceptional Students, in an effort to determine the number of school aged children with epilepsy in need of special programs and services.

There has been no program evaluation to determine program weakness.

Problem area VII Visually Handicapped

VII(A) The follow-up study is still being developed so as to establish better assessment procedures in daily living skills and prevocational training.

VII(B) *Instructional personnel are still in great demand. Five districts were without teachers for the visually impaired the entire school year and three districts for half of the school year.*

Four state fellowships have been granted to train teachers for summer, 1974.

Six teachers attended an annual Medical Seminar at the New York Lighthouse for the Blind. Five of the teachers have conducted region low vision seminars in their region and one will carry through beginning school year, 1974-75.

VII(C) *Six additional districts provided services for the visually handicapped this year.*

VII(D) *Center became fully operational in January 1974, and is meeting 82% of the materials requested with a two weeks period.*

VII(E) *An experience workshop is planned for summer, 1974, at the residential school which will include 15 students from both the residential school and local schools. Daily living skills will be taught as well as half day on a job and half day in job related instructions.*

Problem area VIII Deaf-Blind Children

All activities were completed through Florida's Title VI-C project in the Southeastern Regional Deaf-Blind Center. Mr. Joel Huff, at the State School for the Deaf and Blind, serves as the State Coordinator.

Priority is still being placed on securing state support for a residential facility for 15 Deaf/Blind children at the State residential school and specialized programs for the Deaf/Blind at the Gainesville Sunland Training Program.

Problem area IX Deaf

IX(A) *The new funding program adopted for FY 74 precluded the development of a regional supervising teacher program. However, counties were encouraged to assume this responsibility and now there are six full time supervising teachers, six helping or coordinating teachers and one part time supervising teacher serving the 20 county programs.*

IX(B) *Curriculum Study was temporarily postponed because of activities directed toward the development of a comprehensive plan for the education of the deaf. This is still an area of need and activities will resume.*

IX(C) Lack of Educational Evaluations - The Report of the Commissioner of Education's Technical Task Force on the Education of the Hearing Impaired assesses the current status, defines problems, states objectives and recommends alternatives relative to diagnosis, educational evaluation and placement of hearing impaired children.

FLRS/EAST is field testing a systems approach to individualizing instruction for young deaf children in two counties. Seven supervising teachers and one teacher educator attended the training sessions. The project will continue.

A four-day special study institute on teaching speech to the Deaf was held in August, 1973, in which 48 teachers from throughout the State participated.

IX(D) Parent Education - At the annual meeting of the state organization of parents of hearing impaired children, information regarding the educational programs within the State, the contact person for each program with a parent organization, materials available through FLRS, and projected activities were given to the group by the State consultant.

The projected activities for FY 75 will be directed to implementing the program standards recommended by the Technical Task Force.

IX(E) This objective was met through expansion of programs for preschool and school age children and through an increase in the teaching staff.

Problem area X Hard of Hearing

Hard of Hearing - Two major problems still remain dominant for the hard of hearing. These problems:

1) finding children with hearing loss prior to their suffering educational loss, and
2) adequate number of professional staff to assist these children permiate the efforts of the consultant.

School audiologists increased in the State.

Inservice education was provided for hearing clinicians.

Problem area XI Speech and Language Impaired

XI(A) Access to program - During the school year, 1973-74, only four school districts, Glades, Lafayette, Baker, and Walton were without services from a school speech pathologist. The total number of clinicians with Florida schools increased from 501 in 1972-73 to 573 in 1973-74.

XI(B) Facilities for housing programs for Language Impaired Students - As indicated in the 1969-70 facility survey, 2/3 of the facilities being utilized for Speech programs were minimal or below standards. Cursory observation and verbal reports from clinicians support the concerns expressed in 1970 that facilities would become worse for speech programs rather than better unless earmarked State monies were forthcoming. At this date, 1974, it is estimated that 70% of the facilities available are inappropriate for speech and language programs. It is requested that a Facility Bill for 1975 Florida Legislature be designed providing money for facilities in conjunction with the FTE weighting.

XI(C) The major emphasis during the 1973-74 school year was in-service education for the speech pathologists in the schools. This activity is only beginning and will be heavily emphasized in 1974-75.

XI(D) There is a need to re-do the following surveys in 1974-75: Identification Audiometry in Florida Schools; Analysis of Communication Handicaps receiving therapy; and Materials and Equipment utilized by school audiologists and pathologists.

Problem area XII Gifted

Programs for the gifted have expanded with approximately 215 teachers employed on the state funds and 11 teachers locally funded. A consultant is assigned full time to the area of Gifted Child Education. A one-week institute was held to train teachers to work with gifted students. Annual meetings are held for instructional personnel in the area of the gifted with this year's program theme being "Executive High School Internship for Gifted Students." The State Resource Manual for Gifted Child Education has had a wide distribution both within the State and nationally. It is currently being used by three universities as a textbook in gifted child education.

Consideration is being given to the creative child and culturally different gifted child in some school systems and a continued effort will be made to have additional school systems develop programs for creative children. A special emphasis will be placed on identification of and programs provided for culturally different gifted children.

A newsletter designed for the purpose of sharing information and instructional ideas will be published and disseminated. An effort will be made to establish a special summer school for secondary gifted students.

Problem area XIII Handicapped

XIII(A) Administration and Supervision. The new funding formula, FEFP, does not encourage districts to provide supervision *although the full impact cannot be evaluated yet.*

All activities were accomplished except the establishment of regional special education service centers which were not funded by the 1973 Legislature.

XIII(B) Instructional Media and Materials. Through the Florida Learning Resources System, all activities have been accomplished. Significant expansion will take place during 1974-75.

Progress toward the provision of instructional resources support services to Florida's district exceptional student education programs during FY 1974 is as indicated for each of the major service areas below:

MATERIALS CENTER STIMULATION

Major efforts of the Florida Learning Resources Sytem were directed toward the provision of locally accessible services to all Florida's exceptional student educators through the establishment of associate centers to serve all district programs, and coordination of these as an effective statewide network. During FY 1974, twenty-seven district programs, serving 46,475 exceptional children (42% of Florida's identified handicapped student population) participated in the associate center projects indicated below:

CENTER	*SERVICE AREA*	*FUNDING*
FLRS/ALPHA	*Martin, Okeechobee, Palm Beach, St. Lucie*	*EHA Title VI-B/ $91,022*
FLRS/PAEC	*Walton, Holmes, Washington, Jackson, Bay, Calhoun, Liberty, Gulf, Franklin*	*ESEA Title III/ $69,802*
FLRS/SOUTH	*Dade, Monroe*	*EHA Title VI-B/ $99,967*
FLRS/CIC	*Charlotte, DeSoto, Glades, Hardee, Hendry Sarasota*	*EHA Title VI-B/ $74,737*
FLRS/CENTRAL	*Highlands, Pasco, Polk*	*EHA Title VI-B/ $73,467*
FLRS/EAST	*Brevard, Indian River, Volusia*	*EHA Title VI-B/ $74,980*

Each associate center provided comprehensive services within its designated geographical area, including: (1) acquisition and development of materials designed to accommodate unique learning characteristics of the handicapped child; (2) training *in the design, selection, prescription, and use of instructional materials, including the development of competencies related to procedures, machinery-operation, or software use involved in mediated teaching; (3) dissemination of information regarding available materials designed to meet specific learning objectives of children having identified learning characteristics; and (4) provision of materials through an efficient logistical system of materials supply.*

Planning for continued network development includes the establishment of a total of sixteen FLRS associate centers serving Florida's sixty-seven district exceptional student education programs. Projections for FY 1975 include continuation of the six (6) operational centers, and establishment of four (4) new centers. Major funding support of the Florida Learning Resources System is provided through EHA Title VI-B, with fifty per cent of the FY 1975 allocation earmarked for the establishment and maintenance of FLRS associate centers.

To further facilitate state program development in the area of media and materials support services, Florida's District Procedures for Providing Special Education for Exceptional Students, Guidelines, 1974, include the folowing requirements:

> *"...district planning for instructional resources should emphasize the development of specific teacher competencies related to selection, utilization, and evaluation of appropriate instructional techniques and materials:*
>
> *A. Awareness and utilization of media, materials, and educational technology resources and services available at the local, state, and national levels.*
>
> *B. Effective application of prescriptive teaching techniques:*
>
> *(1) abilities to effectively utilize formal and informal diagnostic procedures in designing instruction;*
> *(2) awareness of educational implications of learner and setting characteristics;*
> *(3) abilities to select appropriate learning activities and materials to meet specified performance objectives; and*
> *(4) abilities to assess the effectiveness of instructional procedures designed to accomplish specified learner outcomes.*
>
> *C. Effective utilization of appropriate instructional materials for specific handicapping conditions:*
>
> *(1) knowledge of characteristics of effective instructional materials;*
> *(2) abilities to determine content levels of instructional materials;*

(3) abilities to select, develop, and adapt instructional materials to meet specified learning needs; and

(4) abilities to evaluate materials relevant to student performance outcomes.

D. Effective utilization of audio-visual equipment for instructional purposes.

To accomplish these objectives, district programs should consider the following program delivery functions:

1. Instructional resources consultant services to assist exceptional student teachers in media utilization and in the selection, use, and evaluation of instructional materials and techniques appropriate to specified learner needs;

2. Media, materials, and educational technology in-service education to update teacher competencies as specified above;

3. An information system based on regular communication with teachers regarding existing media and materials resources and services, especially those locally accessible; and

4. A variety of equipment and instructional materials appropriate to each area of exceptionality, coordinated through a district materials delivery system to insure maximum utilization of existing resources.

MATERIALS SERVICES/INFORMATION DISSEMINATION

The Bureau of Education for Exceptional Students Clearinghouse/Information Center is established as a coordinating unit for the information dissemination and materials delivery services of associate centers and district programs. The Clearinghouse operates under the auspices of the Florida Learning Resources System and the Florida Educational Resources Information Center (FERIC) as a system for (1) the collection, cataloging, and circulation of materials related to Florida's programs for exceptional students; and (2) the storage, retrieval, and dissemination of research and related informational and instructional materials. Adjunct to these functions, the Clearinghouse subsumes the majority of direct services provided by FLRS from the State level. These services have evolved from identified program needs and are designed primarily to ensure effective utilization of existing information and materials resources on a statewide basis.

Major accomplishments of the Clearinghouse during FY 1974 included the following:

1. *Updating of the Florida-Developed Products Listing, a comprehensive catalog of exceptional child education materials developed throughout the State. The third edition (March, 1974) contains 137 entries representative of district exceptional child education programs, EHA Title VI-B projects, ESEA Title I and III projects for the handicapped, university training programs, and activities of the DOE as well as other state agencies involved with services to the handicapped. All materials cataloged in FDPL are available on loan through the Clearinghouse, and are also routinely processed for inclusion in the national and Florida ERIC systems.*

2. *Disseminated approximately 15,000 materials items, including DOE publications routinely distributed to selected target populations, as well as materials provided in response to more than 1200 requests processed by the Clearinghouse.*

3. *In cooperation with Florida ERIC, conducted more than 500 searches and prepared appropriate response packets including computer print-out information summaries, ERIC microfiche documents, journal citations, hard copy documents, and current awareness articles in answer to approximately 300 information search requests from exceptional student educators.*

In conjunction with the information dissemination, activities of the Clearinghouse and the Florida Learning Resources System, the Bureau of Education for Exceptional Students also administered an "Information Services System" project (EHA Title VI-B, $29,060) with objectives as follows:

1. *To promote broader program application of relevant educational outcomes through the reproduction and distribution of selected products to potential users.*

2. *To increase exceptional student educators' awareness and utilization of existing information and materials resources and services, including specifically those of the Clearinghouse, Florida ERIC, the CEC Information Center, and National ERIC.*

3. *To provide local access to information resources and services, including basic materials collections (documents, journals, and microfiche) in exceptional student education, and equipment and materials compatible with the ERIC system (microfiche reader/printers and reference tools).*

4. *To improve district exceptional child education administrators and supervisors skills in the major "educational information consultant" skills of negotiation, retrieval, transformation, communication, and evaluation.*

As a result of this project, information service centers were established in district exceptional child education programs in *each of the five comprehensive educational planning regions of the State, and approximately 150 exceptional child education program administrators/supervisors more trained in the utilization of information and materials resources for program improvement.*

Planning in this area includes continuation and expansion of existing Clearinghouse activities, and implementation through the Florida Learning Resources System of a statewide system for the inventory, analysis, retrieval, and evaluation of exceptional child education instructional resources at the associate center/district program level.

MEDIA/MATERIALS/EDUCATIONAL TECHNOLOGY CONSULTATION AND TRAINING

The Florida Learning Resources System provided coordination of associate center and district program activities related to media, materials, and educational technology training, including cooperative efforts with the Bureau of Curriculum and Personnel Development and the Florida Center for Personnel Development Resources. During FY 1974, FLRS associate centers provided intensive inservice training to more than 1,750 exceptional child personnel in the respective service areas.

Projected Activities specific to this area of inservice will center on continued associate center activities, and provision of an EHA Title VI-D Special Study Institute, based on the FLRS pilot inservice training model, to train instructional resource consultant personnel for district exceptional child education programs throughout the State.

Planning in this area also includes cooperative efforts with newly established Statewide Teacher Education Centers to develop continuing education programs for exceptional child personnel, including activities related to assessment of inservice training needs; development of appropriate programs; provision of inservice training resources; assessment of needs, resources, and experiences for clinical pre-service teacher training; facilitation of entry and reentry of educational personnel into the teaching profession; facilitation of the training process; and facilitation of internal and external evaluation.

XIII(C) Professional Training in Vocational Education for the Handicapped. Activities in this area exceeded the projections. Eight special workshops were conducted as follows:

Volusia District	*Home Economics Workshop, to identify and implement methods and techniques for teaching Home Ec. to handicapped students.*	*$ 10,161*
Univ. So. Fla.	*To provide training institutes to train and for upgrading vocational evaluators.** **This is not a workshop since it is a year long project and funded from aid to Universities*	*103,500*

Univ. So. Fla.	To conduct a state-wide institute of 150 key professionals representing vocational education, special education, and vocational rehabilitation.	$ 18,500
Fla. Tech. Univ.	To conduct a workshop to prepare vocational and exceptional child education teachers to teach the handicapped.	18,000
Univ. North Fla.	To conduct workshop to assist vocational teachers to develop competencies needed to provide for the handicapped.	2,659 (hold
Univ. of Fla.	To provide a workshop for vocational and technical teachers to prepare them to work with handicapped and disadvantaged.	17,000
Fla. State Univ.	Development and testing of learning packets for teaching employment and useful home making skills	23,000
Fla. State Univ.	To demonstrate industrial arts content and methodology that can be used in teaching mentally retarded to perform simple repairs and construction; develop work safety habits, etc.	13,716
		$206,530

XIII(D) Early Childhood Programs. The 1973 Legislature did revise the Statutes to permit districts to provide home instruction programs for deaf, blind, physically handicapped and trainable mentally retarded. However, neither the training funds nor State staff were provided.

Major implementation of this new Statute has been for the visually handicapped.

Planning activities have continued and increased activities are projected for 1974-75.

XIII(E). Migrant Children. No activities were explored. There have been no requests for program planning. This problem area will be dropped for 1974-75.

Addendum: Division of Retardation
Department of Health and Rehabilitation Services

I. General Scope of Division Services

The Division of Retardation is comprised of eleven regions throughout the State of Florida. Within these regions are six Sunland Training Centers or Hospitals and various community-based programs with a service population of approximately 6,000 clients. At the present time, the Division has approximately 1,100 direct care personnel to provide services for the 6,000 clients. With this many clients, and primarily residential clients, the Division must provide a variety of services including education, medical and dental, residential care, and social work services. In addition to internal services, the Division has agreements with other state agencies for the purchase of services for Division clients. The Division makes every attempt to work on a cooperative level with several other state agencies in order to improve services to the general population of retarded persons.

II. Philosophy and Basis for Educational Services

The Division has the responsibility of serving those clients who are presently not being served by the Department of Education in a community program. Community placement is the primary consideration for any retarded person in the state. When, however, a client is unable to attend community programs, because of a definite disability, the Division effort to provide him/her with an equivalent educational program as he would find in the community.

The Division defines educational services as "...deliberate attempts to facilitate the intellectual, sensorimotor, and affective development of the individual." To the fulfillment of this definition, the Division has a commitment to diagnosis and evaluation on a client before admission so as to facilitate maximum development. After the diagnosis and evaluation is completed, written objectives are developed for each client, which must be consistent with the Division's philosophy, the objectives of the region, and the concept that regardation is a modifiable condition. The Division encourages the development of written curriculum in its schools to provide continuity and consistency of programming.

In the execution of its services the Division accepts the premise that learning begins at birth and continues to death at all levels of intellectual functioning. Based on this premise, the attempt is made to provide appropriate services at all levels of retardation for the Division's clients. The Division states that its educational services should include the following:

1. Establishment and implementation of individual education programs as indicated in the client's service plan.

2. Continuous re-evaluation of the client and the effectiveness of his educational program.

3. Evaluation and improvement of instructional programs, procedures, and techniques.

4. Participation by educators in program development for client rehabilitation and staff training.

5. Consultation with parents, guardians, other providers of services, and any persons concerned with the progress of the client.

The Division is continuously in the process of re-evaluation so its programs reflect the needs of the clients and the goal of community re-integration.

III. General Educational Goals for 1974 - 1976

1. To prepare 1,500 clients for community placement.
2. To establish resource centers in each institutions by June 30, 1976.
3. To establish 100% client participation in education and training programs by June 30, 1976.
4. To perform semi-annual education progress assessments for each client June 30, 1976.
5. To provide pre-vocational and vocational training to 780 severely retarded clients.

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 75 – 19 77
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. I Trainable Mentally Retarded PRODUCT A. Of the 3683 TMR students, ages 5-18, attending public school programs, many are not making social, emotional or cognitive progress commensurate with their indicated abilities based on written performance objectives. The extent is not known.	Objective I A. By 1976-77, of the predicted 4000 school aged TMR students in public schools, 100% will be assessed by a State Assessment procedure utilizing a comprehensive catalogue of objectives and 85% will be making social, emotional and cognitive progress commensurate with their indicated abilities.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. 1

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
1. Catalogue of objectives for TMR students developed in Duval County will be utilized as a part of the development of an assessment model.	TMR				State (Student Assessment)	50,000.00
2. Continued funding of Title III project-"Perceptual Motor Training, the Physical Training Phase for TMR" to develop instructional objectives for State Catalogue.	TMR			2	Title III	82,429.00

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 1975 – 1977
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. I Trainable Mentally Retarded STATUS B. Without the continuation of the present programs for 3683 TMR school aged students, none of them would be able to maintain their current rate of progress and without expansion, 354 identified and 576 suspected but not on waiting lists for public school classes will not show progress in a public school program.	Objective I B. By 76-77, 99% of the TMR school aged students (based on .30% prevalence) will be maintained in present programs or expanded programs and 85% will be making social, emotional and cognitive progress commensurate with their indicated abilities..

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. 1

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
1. Continue present programs by the generation of F.T.E. funds for TMR instruction in local school districts..	TMR	4714		479	State Local	9,247,932 3,082,644
2. Provide training to TMR teachers: + supervisory personnel.						
3 Federal Summer Traineeships			2		Title VI-D	4,500
5 State Summer Fellowships			5		State	2,350
200 State Tuition Grants			100		State	14,400

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. I

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
4. Participate in manpower plan special project to identify manpower and training needs.					Title VI-D Special Proj	*
5. Make staff available to provide liaison with university programs, certification section, inservice activities and scholarships.	TMR				Title VI-D ADM	3,207.
6. Provide consultant services of one professional staff to LEA's for planning and development of educational programs for the retarded: a) review Title VI-B projects and monitor as assigned b) three state accreditation visits c) six exceptional child program visits d) review Title III projects as assigned e) review Title I projects as assigned f) review PL 89-313 projects as assigned g) review educational specifications for facilities for TMR and preliminary plans h) review and make recommendations on 67 District Procedures document i) DOE liaison for parent and professional organizations j) provide technical assistance for district k) comprehensive planning as assigned serve on - DR grant-in-aid and IV-A review committee l) compile annual report of program and maintain program statistics m) provide liaison for state residential programs	TMR			1.5	State	26,000

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* Included under Problem Area XIII

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. I

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
I B						
7. Continue teacher aides and other supportive services to TMR students from target schools.	TMR			7	Title I	62,666
8. Continue state support for transportation of TMR students to special centers and regional programs.	TMR				State	
9. Continue and expand vocational education programs for TMR students.	TMR	400*		4	Voc. Ed.	115,770

* Included previously

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 75 – 19 77
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. I Trainable Mentally Retarded STATUS C. Informal reports and county plans would indicate that some trainable mentally retarded children are being excluded from education programs either because of having reached the age of 16 or for behavioral or multi-handicapping problems resulting in an undetermined number of trainable mentally retarded receiving no educational experiences.	Objective I C. By 1975-77, to monitor all exclusions of school age trainable mentally retarded, examine the reasons for exclusion and encourage alternative educational programs where appropriate.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. I

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
1. Continue inter-agency meetings of professional workers in programs for MR to collect and analyze data on exclusions and alternative educational plans.	TMR			1	State	*
2. Specific statements regarding exclusion of TMR students are required in 1973-74 district procedures report for special education. This information will be analyzed to determine needed resources to serve excluded TMR students.						
a) Districts report all exclusions and submit copies of certificates.						
b) HRS agencies must report all known cases not served to the DOE Bureau of Education for Exceptional Students.						
c) Implement 1974 legislation which permits districts to use state funds for the initiation of programs for the severe and profoundly mentally retarded.	Profound	180			State	635,000

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* Included previously

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. I

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
If proposed legislation is passed, provide special institute for teachers on designing instructional programs for the severe and profoundly retarded.					Title VI-D	5,000
d) A joint proposal with Division of Retardation and Florida Association for Retarded Citizens if funded, would permit the initiation of demonstration sites for serving the educational needs of the severe and profoundly mentally retarded with multiple handicaps.					Title VI-B/ 89-313	216,000

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. I Trainable Mentally Retarded

PRODUCT

D. TMR children, ages 0-5, who do not receive positive and appropriate training from either parents, educational medical or other support personnel, will develop the following negative characteristic: inappropriate or lack of learning resulting in negative social, emotional and intellectual behavior and heightened anxieties resulting from their own frustrations and a reflection of parent frustrations. It is estimated that there are 1503 TMR children ages 0 to 5 and it is known that only 36 are receiving educational services in public schools and in community programs.

b. OBJECTIVES FOR 19 75 - 19 77

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

1. By 1976-77 426 of the 661 estimated TMF children ages 3 and 4 will have available educational opportunities either by public schools, community programs including Headstart.
2. By 1976-77 134 of the 842 estimated TMR children ages 0-3 will have available educational opportunities either by public school or community programs.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 - RELATED TO OBJECTIVE NO. I

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
1. With the passage of state legislation to permit use of FTE funds for ages 0-3 districts will be encouraged to establish home training for TMR children 0-2 years of age and classes for 3-4 years of age.					State	Staff time
2. A Title VI-B project was awarded to develop alternative instructional models in Taylor County.	ALL	5			Title VI-B	28,476.*

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*Also included under Problem Area XIII

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. I Trainable Mentally Retarded

PROCESS

E. During the past four fiscal years, the Florida Department of Education has awarded $4,165,891 for the construction of 20 educational facilities for the trainable mentally retarded children in Florida's local school districts. The facilities have been designed and constructed based on educational specifications including instructional objectives and activities for trainable mentally retarded students. A variety of designs have been constructed but data is not available to the staffing arrangements for future planning of facilities and programs.

b. OBJECTIVES FOR 19 75 – 19 77

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

E. Staff will collect and analyze data regarding the function of educational facilities for trainable mentally retarded students in relationship to instructional objectives and activities and staffing arrangements for management decision making.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. I

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
(1)						
No activities projected for FY 75	TMR					

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. II Educable Mentally Retarded

PROCESS

A. Based on Needs Assessment Survey, 50% of school districts do not utilize appropriate staffing and placement procedures, resulting in mislabeling of children and improper placement. This, therefore, results in the utilization of improper goals and objectives for individual students.

b. OBJECTIVES FOR 1975 – 1977

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

A. By 1975-76, trained district personnel responsible for referral, diagnosis and placement of EMR students will be available and will utilize appropriate staffing and placement procedures with emphasis to be placed on early identification at ages 5 and 6.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY75 – RELATED TO OBJECTIVE NO. II

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
1. Conduct eight regional training sessions to disseminate and implement the utilization of the Procedural Guide for the Development and Evaluation of Instructional Programs for the Mentally Retarded.			125	State Staff	Title VI-D	13,300
2. Determine the status of referral, screening, identification and placement procedures and update same in compliance with the Procedural Guide for the Development and Evaluation of Instructional Programs for the Mentally Retarded.					State	*

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3

* Included previously

I. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. II

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
3. Continue innovative project in Jefferson County to differentiate identification procedures and develop program models.	EMR			5	Title III	96,801
4. Conduct district level in-service training sessions for principals on identification procedures.	EMR		100		State	Staff time
5. Participate in regional workshops scheduled for school psychologists on identification procedures.	EMR		150		State	Staff time
6. Conduct special study institute on psycho-educational assessment of retarded students.	EMR		25		Title VI-D	3,150

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 75 – 19 77
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. II Educable Mentally Retarded PRODUCT B. Of approximately 600 EMR students completing secondary programs, the number making adequate social and vocational adjustment is not known. It is predicted from limited data that a high percentage do not have adequate social and vocational skills to be productive members of society.	B. By 1975-76 all district curricula for elementary EMR students will emphasize awareness of career opportunities. By 1975-76, 75% of all district curricula for junior high EMR students will emphasize pre-vocational experiences and evaluation as part of their program. By 1975-76 all district curricula for secondary programs will emphasize social-personal skill development throughout the continuum as well as a program in Consumer awareness. By 1975-76, 65% of the 67 districts in Florida will include as part of their curriculum specific vocational skill training appropriate to the abilities of the EMR students. By 1975-76 a procedure for job placement and long term follow-up will be available to all EMR programs in the State.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. II

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
Objective II B						
1. Collaborate with Vocational Education on establishing a program of follow-up of students completing secondary programs to help in determining success of the student in vocational and social adjustment.	EMR	200*		5	P.L. 90-576	
2. Encourage districts to use available resources for program services and activities.					Title VI-B ADM	400
3. Assist districts in the establishment of graduation procedures for EMR programs through dissemination of publication.					FLRS	100
4. Fund Vocational Education projects to provide adaptive vocational education programs of a prevocational and vocational nature to all 67 districts.	EMR	6,000*			P.L. 90-576	272,890
5. Increase from 27 districts to 32 by 1975-76 the cooperative school programs with Vocational Rehabilitation by increasing from 131 V.R. Cooperative school counselors to 182.	EMR			182*	State and Federal Vocational Rehabilitation	21,840,000*

* Not included in totals

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. II

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
(1)	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
6. Continuation of innovative project in Palm Beach district to identify appropriate components of secondary programs for EMR students.	EMR				Title III	100,000
7. Cooperate in State Placement and Follow-up implementation as required by the Guidelines.	EMR				State	Staff time

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 75 - 19 77
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. II Educable Mentally Retarded STATUS C. In 1972-73, of the estimated (30,758) EMR school aged students (based on a 2% prevalence) 5,282 did not have access to a prescribed educational program with the result that as adults they are predicted to be deficient in academic, social and vocational skills and therefore limited productive citizens.	C. Maintain the availability of a prescribed educational program to 25,476 (1972-73) EMR school aged children and expand the program to make available programs to an additional 5,282 students in FY 75.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 74 – RELATED TO OBJECTIVE NO. II

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
Objective II-C 1. Encourage the maintenance of present educational program and increase programs for EMR students through Florida Education Finance Program.	EMR	28,099		2,094	State Local	35,567,478 11,855,826
2. Hold two training conferences for EMR district supervisory personnel in September and May.	EMR		35		Title VI-D	*
3. Coordinate activity with other State agencies to provide a total array of services to the EMR population.	EMR			2	State	Staff time

* Included previously

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. II

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
Objective II-C continued						
4. Provide training for EMR teachers and leadership personnel:						
3 Federal summer traineeships			3		Title VI-D	4,500
1 Federal master fellowship			1		Title VI-D	5,300
1 Federal post master fellowship			1		Title VI-D	6,800
3 State summer fellowship			3		State	2,250
400 Out of field tuition grants			200		State	28,800
1 State summer fellowship - Ph. Ed. for the Mentally Retarded			1		State	750
5. Continue the employment of teacher aides and teachers for EMR programs in target schools.	EMR	600*		29	Title I	162,913
6. Participate in Manpower Plan Special project to identify manpower and training needs for EMR programs.	EMR				Title VI-D. Special Project	**
7. Make staff available to provide liaison with university programs, certification section, in-service activities and scholarships.					Title VI-D ADM	3,207
8. Provide consultant services of 1 professional staff to LEA's for planning and development of educational programs for EMR students and: a) review Title VI-B projects and monitor as assigned b) three state accreditation visits c) six exceptional child program visits d) review Title III projects as assigned e) review Title I projects as assigned f) review educational specifications and preliminary plans for facilities for EMR g) review and make recommendations for 67 District Procedures documents.	EMR			1.5	State	5,000

* Included previously
** Included in Problem Area XIII

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. II

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
h) DOE liaison for parent and professional organization i) provide technical assistance for district comprehensive planning as assigned j) DOE liaison with Division of Vocational Rehabilitation k) liaison with Division of Vocational Education l) compile annual report of program and maintain program statistics						

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. II Educable Mentally Retarded

PRODUCT

D. Of the 25,476 EMR students, ages 5-18, attending public school programs (1972-73) the percentage making academic social, or vocational progress commensurate with their indicated abilities based on written performance objectives is not known.

b. OBJECTIVES FOR 1975 – 1977

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

D. By 1976-77, of the predicted school aged EMR students in public schools, a sample will be assessed by a State Assessment procedure and 75% will be making academic, social and vocational progress commensurate with their indicated abilities.

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY75 – RELATED TO OBJECTIVE NO. II

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
Objective II-D 1. Continue to analyze data from State Assecsment on performance of EMR students identified in statewide sample.	EMR			1	State	10,000*
2. Disseminate products of curriculum improvement projects developed under Title VI-B. a) Duval County b) Union, Baker, Bradford counties c) Okeechobee County d) Hillsborough County	EMR	1800*			ALRC	100

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* Included previously

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. II

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
Objective II-D continued						
3. Continue field testing of Social Learning Curriculum (Yeshiva University) in 12 districts.	EMR	1600*				No additional funds
4. Conduct transitional field testing of Social Learning Curriculum (Yeshiva University) in 12 districts.						
5. Conduct training sessions in area of mathematics using packets to assist learning in nine districts.					Title III PAEC	121,951
6. Hold three meetings of the State Steering Committee on the Education of the Mentally Retarded to advise and set directions for MR programs in the State.	EMR				Title VI-B ADM	2,400
7. Continue innovative project in Pinellas County in prescriptive curriculum in physical education for the mentally retarded.	EMR				Title III	55,000

* Included previously

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

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a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 74 - 19 76
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. 1 - Severely Retarded and Multiply Handicapped	
A. 1 - There are 4,136 severely and multiply handicapped clients in state facilities who require adequate services to maintain their basic skill competency, use of language, motor skills, and emotional control which directly relate to their potential for development	A. 1 - Develop and train staff in specialized programs to teach skills which are based on the student's handicap and modes of learning for possible re-entry into the community. Some areas of concern are environmental stimulation, self-help foliage industry, and home making skills 2 - Provide for an experimental living model to move clients from isolation in a medical model to involvement in a well planned training facility.

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Addendum - Division of Retardation

1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued)

c. MAJOR STEPS OR ACTIVITIES FOR FY ____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
A. 1 - a. Provide educational activities to increase levels of performance through motor, language and self management skills	DH MH	65	6	6	Title I	47,000
b. 1) Provide educational services for profoundly and severly retarded clients	Severe	650		57	State 89-313	342,000 24.000
2) Consultants, transportation and other supportive services for training programs	"	650			89-313	.39,000
3) Contracts with community agencies to provide training programs such as sheltered workshops experiences		100			89-313	20,000
c. Continue the use of a functional vocational classroom for multiply handicapped 1) Classroom Teacher II, Spec Ed.	Multiply Handicapped	10		1	State	11,000
2) Vocational Instructor I	"	18		1	State	6,200
3) Vocational Placement Counselor II	"	32		1	State	11,000
4) Four Teacher Aides	"	60		4	State	21,000
5) Homemaking Teacher	"	20		1	89-313	10,203
6) Expenses	"				"	3,000
7) Vocational Instructor III	"	50		1	89-313	8,004
8) Fout Graduate Student Assts.	"	50		4	89-313	13,561
9) Expenses	"	50			89-313	500

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Addendum - Division of Retardation

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
d, Environmental Stimulation program for the Multiply Handicapped						
1) Four Music Therapist	Multiply Therapist	120		4	State	40,000
2) One Rehabilitation Technician	"	28		1	State	6,240
3) Two Music Therapy Assts.	"	51		2	89-313	10,520
4) Expenses	"				89-313	500
e. Provide central office coordination for the establishment of BKR Workshops		4136	210		BEH Title VI State	92,304 6,687
1) Special Training Coordinator						
2) Consult on MH/Severely Retarded						
3) A - V Specialist						
4) Clerk Typist						
5) Contracted Workshops with BKR Inc.						
2 - a. Establishment of the Development Living Models at Tallahassee and Orlando Sunlands	MR		292	292	State	2,258,690

Addendum - Division of Retardation

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. 2 - Educational Programming

A. 1 - The Division's goal of serving 100% of 5,664 clients with appropriate education and training by 6/30/76 can only be achieved if present programs are continued and new programs developed. These expanded services are needed in amelioration of specific problems that prevent client's adjustment to community.

b. OBJECTIVES FOR 1974 - 1976

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

A. 1 - To achieve a level of 100% service by 1976, the hiring of 164 additional classroom teachers to establish 1:15 teacher-student ratio. The objective is also satisfied by the addition of 132 teacher aides.

2 - Continuation of 12 RTI serving approximately 300 clients in personal-social skills, daily living skills, and academic skills.

3 - Continuation and expansion multi-sensory multi-media library services for the clients of the Sunland Centers.

4 - Provide enrichment activities to 200 lower functioning clients who are in need of enrichment

5 - Implement an organized program to develop and reinforce vocational behaviors

6 - Implementation of a program for basic language skills to eliminate the communication barrier to social adjustment

7 - Identify and provide special training for clients with specific disabilities (ex. behavioral, occupational, and hearing

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3. PROBLEMS, OBJECTIVES AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19____ - 19____
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. __________	8 - Identify students who fall in lower levels of retardation and provide programming for maximum potential. 9 - Provide for continuous services to 100% of clients with minimum of interruption through the availability of substitute teachers. 10 - To strengthen and supplement the retention of skills learned in the regular school through non-classroom activities such as video-tape services. 11 - Provide appropriate behavioral training for MR students to increase their chances of community re-entry and adjustment.

Addendum - Division of Retardation

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY ____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
B. 1 - a. Hiring of additional classroom teachers	MR	2460		164	State	1,677-392
b. Hiring of teacher aides for B. 1 - a	MR	2460	132	132	State	789,096
2 - a. Five Resident Training Instructors for daily living skills at a regional program already in operation	MR	180		5	89-313	31,445
b. Supplies for B. 1 - a					"	300
c. One Resident Training Instructor for pre-vocational skills	MR	20		1	"	6,615
d. Supplies for B. 1 - c						300
e. Six Resident Training Instructors for reading and arithmetic classes	MR	100		6	89-313	39,165
f. Supplies for B. 1 - e						500
g. Capital Outlay for equipment						500
h. Provide adequate Resident Training Instructors on a state-wide level	MR	4000		287	STATE	2,053,485
3 - a. Continue to provide one full-time professional librarian to plan and implement a full range of library services	MR	125		1	89-313	8,814
b. Provide funds for instructional materials and supplies	MR					300

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY ____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
c. Provide for capital outlay equipment						300
d. Hire full-time librarian, purchase audio-visual equipment and materials, begin providing livrary and auxiliary services.	MR	250	0	1	89-313 State	30,000
4 --a. Music Therapy classes for structured gross motor activities will be conducted	TMR	200		6		38,042
b. Music Therapy classes for self concept building and sensory stimulation through listening, watching and participating activities will be conducted.						
5 - a. Participants will be placed in vocational settings according to their interests and aptitudes as determined by formal and informative test.	EMR	7		1	313	6,260
b. Counseling and follow up evaluations will be conducted.	TMR	15		1	313	6,049
c. Clients will be reinforced in accordance with their work performance as determined by the evaluations mentioned above.						
d. Client will be placed in progressively more demanding vocational areas						

Addendum - Division of Retardation

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
6 - a. Video tape presentations will be developed to train clients in the appropriate language development skills	EMR	12		2	313	13,083
b. The Video taped lessons will be shown simultaneously in nine classrooms	TMR	30		2	313	15,917
c. Follow up activities in the form of games, table activities will be conducted.						
7 - a. Provide therapists and other instructional personnel to servie identified students including	School age retarded requiring therapies	682			State 89-313	243,000
1) Certified Reading Teacher		20-25	1	1	"	16,000
2) Music Therapist		20-25	0	1	"	11,000
3) Early Childhood Stimulator		50	1	1	"	13,000
b. Provide facilities, equipment, and materials to further expand therapy program	(same)	380			"	213,750
c. Provide transportation services to students	(same)	150			"	21,000
d. Employ consultants to assist with program development	(same)				"	2,000
e. Contract with other agenices to secure not available at Sunland Training Center	(same)	100			"	5,000

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Addendum - Division of Retardation

1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued)

c. MAJOR STEPS OR ACTIVITIES FOR FY____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
f. Purchase specialized equipment designed to meet the needs of individual students with specific disabilities such as walkers, hearing aids, etc.	(same)	100			89-313	5,000
g. Employ tutors as needed	(same)	100			89-313	2,000
h. Curriculum Coordinator for pulling together such services	MR	100 150	6	1	89-313	13,000
i. Hire an audiological consultant	MR	250	7	1	89-313	3,000
j. Hire an occupational therapist and initiate services.	MR	125	0	1	89-313	11,000
8. 1 - a. Provide teachers and other educational personnel to serve 195 students plus other students to be identified	school age borderline mild & moderate	250		16 10	State 89-313	186,000 89,000
b. Provide facilities, equipment and materials to maintain and enhance educational programs	(same)	250			89-313	400,000
c. Provide transportation services to students	(same)	250			89-313	7,000
d. Seek enrollment of students in a community educational program	(same)	50				
e. Employ tutors to serve students with specialized programming NOT available at Sunland Training Center		50		2	89-313	18,000

Addendum - Division of Retardation

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)		CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
		TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
9 - a.	Provide funds for substitute teachers (OPS)	MR	250		(OPS)	89-313	3,600
b.	Identify and hire substitute teachers to provide services when regular teachers are absent	MR	150	All hired will be trained	No. required for coverage	89-313	4,200
10 - a.	Creation of Outdoor Summer program for individualized instruction						
	1) Thirty temporary training aides	MR	340		30 OPS	89-313	30,080
	2) Funds for field trips						3,000
	3) Instructional Material and supplies						400
b.	Development of after-school and weekend programs along with a summer school program	EMR	30		5		20,000
2. a.	Purchase of video equipment and supplies	ALL	460		2	Title I	41,500
11 - a.	Continuation of Behavioral Program Specialist serving 25 clients under the age of 21	MR	25		1	89-313	10,000
b.	Eight Resident Training Instructors will be trained in appropriate behavioral management techniques for service on 1:1 basis with clients	EMR MR	24 40	2 5	2 5		11,729 21,807

Addendum - Division of Retardation

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY ____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
c. 1) Provide appropriate behavioral training to 36 emotionally disturbed mentally retarded students and 48 delinquent retardates	ED_MR Delinquent	36 48		1	89-313	13,334
2) Provide data collection and evaluation on above objectives						
d. Fifty staff members providing education and training to 2000 community retarded clients will be provided specific behavioral theory and training through four Behavioral Specialists	E MR	2000	50	4	89-313	26,669
e. Provide 100% of client population that require Behavior Specialist on a state-wide level.	K MR	800		123	State	123,000

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 1974 - 1976
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. 3 Parent Training	
A. 1 - Many clients in the state institutions are admitted only because their home environments cannot provide adequate stimulation and training to prevent regressions in their retardation. This training is necessary to assist in the state goal of reducing the institutional population before June 30, 1976	A. 1 - To provide parent training in situations where the clients could remain in the community if such training was provided.

Addendum - Division of Retardation

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
A. 1 - a. Use of a staff house as a training facility for parents and parent surrogates to receive instructions in behavioral management techniques	TMR EMR	30 18	5 3	5 3	State State	32,926 19,668
b. Homebound instruction and parent training program at another Sunland	MR	62	70	2	89-313	26,669
c. Hire a teacher, behaviorist, and recreation therapist, initiate training of parents in educational skills, behavior modification and leisure-time skills at Tallahassee Sunland	MR	40	3	3	89-313	32,000

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
A. 1 - a. Recreational therapist	MR	722		10	State 89-313	50,000 10,000
b. Facilities, equipment, and materials to maintain and further develop programs	MR	722			89-313	75,000
c. Transportation for the programs	MR	722			89-313	21,000
d. Contract with public agencies for use of their facilities	MR	200			89-313	6,000
e. Use private recreational opportunities	MR	200			89-313	5,000
2 - a. Provision for one recreation therapist	MR	150		1	89-313	7,997
3 - a. One recreation therapist	MR/ multiply handicapped	55		1	State	9,100
b. Two recreation Aide 1		105		2	State	11,400
c. Two recreation aide II	"	88		2	State	12,100
d. One Rehabilitation Technician	"	54		1	State	6,800
e. Two additional Recreation Therapists	"	85		2	89-313	17,608
f. One Recreation Therapy Director	"	40		1	89-313	9,860
g. Expense Money	"				89-313	5,000

Addendum - Division of Retardation

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 74 - 19 76
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. 4 - Institutional Isolation	
A. 1 - There are presently 5,664 residents in state facilities of which the state plans to return 1500 to the community by 1976. To aid in community adjustment there is a need for recreational programming, especially in leisure time activities.	A. 1 - Provide recreational activities for all retarded students to teach the students how to plan leisure time activities. 2 - Provide clients with special education in pastime activities. 3 - Provide prescriptive programming habilitative exercises especially in the area of perceptual-motor development. 4 - Provide for adequate community adjustment through off-campus activities

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Addendum - Division of Retardation

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
4 - a. Recreation Therapists	MR	1400		65	State	690,365
b. Recreation Therapy Aides	MR	1400		158	State	944,524
c. Outward Bound Instructors	MR	1500		150	State	1,073,250

Addendum - Division of Retardation

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3. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 74 - 19 76
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. Problem No. 4 - Institutional Isolation	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
B. 1 - At-present dependable and efficient transporation services are not available to allow for increased opportunities for community exposure. Regular field trips cannot be scheduled consistently, and consequently, proves a hindrance in the reinforcement of educational objectives and community awareness. It is the Division's goal to exposure its 5,664 clients to the community as much as possible to even returning 1,400 clients.	A. 1 - a. To provide efficient, dependable amd safe transportation services for school - age residents b. To assure reliable transportation for those residents participating in the community Sheltered Workshop. c. Provide community oriented training programs for the return of 1,500 clients to their community.

Addendum - Division of Retardation

1. STATEMENT OF PROBLEMS AND OBJECTIVES (continued)

c. MAJOR STEPS OR ACTIVITIES FOR FY ____ – RELATED TO OBJECTIVE NO. ____

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
B. 1 - a. Provide position for Motor Vehicle Operator II whose prime responsibility will be the transportation of school-age residents.	MR/ Multiply Handicapped	105		2	89-313	24,296
b. Use of 150 Outward Bound Personnel and 223 recreational personnel to be involved with 1,500 clients being prepared for community re-entry	MR	1500		373	State	1,073,200

Addendum - Division of Retardation

5. PROBLEMS, OBJECTIVES AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 74 - 19 76
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. 5 Consultancy - Resource Centers	
A. 1 - Continued need for technical assistance to direct-care personnel in their efforts to provide effective services to the Division's 5,664 clients with the June 30, 1976 deadline of 100% client services.	a. 1 - To provide staff with the opportunity to receive consultative services, attend workshops, and in-service training programs

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Addendum - Division of Retardation

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY ____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
A. 1 - a. In-service staff development training			50		89-313	2,000
b. Provide or utilize creative, innovative programming, under the supervision of a training director to maximize the objectives for the stated client population			1		Title I	43,000
c. Central Office consultancy on programming, etc. for the development of services to 100% clients and re-entry to community of 1,500 clients					89-313	140,247

5. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 1974 - 1976
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. Problem No. 5 Consultancy & Resource Centers	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
B. 1 - At present there is no provision for organization and dissemination of learning materials, equipment and supplies at the regiona level.	B. 1 - Provide for the establishment of resource centers at each of the major institutions with a minimum of 1,000 volumes of literature under the supervision of a Resource Center Coordinator

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
B. 1 - a. Regional Resource Center for professionals and students being established in FY 74/75	MR	500		1	89-313	13,797
b. Continued development of a state-wide system of Resource Centers at each major institutions by June 30, 1976	EMR				State	121,884

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 1974 - 1976
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. Problem No. 6 - Diagnosis and Evaluation	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
A. 1 - There is a need for uniform assessment on a semi-annual basis of the 5,664 clients served by the Division through a uniform system of reporting client progress.	A. 1 - Provide the appropriate assessment tools for each Education, Training and Therapy Unit in sufficient quantities to assess 4,000 clients semi-annually. 2 - Establish a uniform system of reporting client progress to Regional D & E teams and the Central Office.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
A. 1 - Development of assessment tools for evaluations	MR	5963			State Federal	938,334 1,816,752
2 - System of Data collection						

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

BEST COPY AVAILABLE

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. III Specific Learning Disabled Children

STATUS

A. In 1972-73, of the estimated 14,000 school aged children in Florida (based on 1% prevalence) with specific learning disabilities, 5,240 do not have access to a prescribed educational program with a result that as adults they are predicted to be deficient in academic skills and therefore be limited productive citizens.

b. OBJECTIVES FOR 19 74 - 19 76

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

Objective III

A. Maintain the availability of a prescribed educational program to 8,760 SLD school aged students and expand the program to make available a prescribed education to an additional 2,000 SLD students in FY 75; 2000 FY 76.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 - RELATED TO OBJECTIVE NO. III

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
Objective III-A						
1. Assist districts with school population of less than 10,000 initiate programs using Title VI-G SLD Demonstration Grant Models for sparsely populated districts.	SLD	600*		1	Title VI-G	24,000
2. Continue and expand present programs in local school districts.	SLD	20,024		986	State Local	19,097,094 6,365,698
3. Establish the resource room model for secondary programs in three rural districts geographically distributed throughout the State to serve as demonstration centers.	SLD	315*	12	12	Title VI-G	36,000

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3

*Included in total for #2

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 74 – RELATED TO OBJECTIVE NO. III

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
Objective III-A continued						
4. Provide intensive training for teachers and aides for model demonstration grant for sparsely populated districts.	SLD		12		Title VI-G Title VI-D	3,600 4,580
5. Initiate a study of statewide facilities for the SLD program.	SLD			1	Title VI-G	*
6. Provide appropriate vocational education for secondary aged students with specific learning disabilities.	SLD	20			Vocational Education	10,000

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* Included previously

PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 75 - 19 77
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. **Problem No.** III Specific Learning Disabled Children B. There is a need to improve the quality of instruction being offered to the 20,000 children with specific learning disabilities and to establish statewide uniformity of criteria.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. III

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
1. Conduct regional workshops throughout the State in the area of programs at the secondary level.	SLD		90		Title VI-G	Staff time
2. Establish a listing of available resources (both personnel and program) in Florida to assist LEA with in-service training.	SLD				Title VI-G	Staff time
3. Conduct regional and statewide workshop to develop guidelines and criteria to assure statewide uniformity of programs.	SLD				Title VI-G	Staff time
4. Fund a Title VI-B project in Pasco County to serve as a Model for serving the SLD child in the regular classroom.	SLD	6		2	Title VI-B	37,252
5. Provide consultant services of 1 professional staff to LEA's for planning and development of educational programs for SLD students and: a) review Title VI-B projects and monitor as assigned b) three state accreditation visits c) six exceptional student program visits d) review Title III projects as assigned e) review Title I projects as assigned f) review educational specifications and preliminary plans for facilities for SLD g) review and make recommendations for 67 District Procedures documents. h) DOE liaison for ACLD and other parent and professional organizations. i) provide technical assistance for district comprehensive planning as assigned. j) compile annual report of program and maintain program statistics.	SLD			1	Title VI-G	*

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* Included previously

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 1975 – 19 76
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. III Specific Learning Disabled Children PROCESS C. Of the 986 current teachers in SLD programs, it is estimated that 400 do not fully meet the newly adopted certification requirements. Problems relating to implementing these new requirements (the degree of which is unknown) are: a) Recruitment and maintenance of manpower b) Demand for number and quality of university courses. c) Utilization of in-service training to meet certification. d) Amounts of scholarship funds needed to meet manpower requests.	1. By 74-75, 50% of employed teachers will be certified. 2. By 75-76, 75% of employed teachers will be certified. 3. By 74-75, through the Manpower Training and Development Plan (Title VI-D, Special Project) data will be available to establish degree of problem and support decision making regarding manpower projections and training needs. 4. By 1975-76, DOE Staff will utilize data from the Manpower Training and Development Plan (Title VI-D) Special Project) to establish degree of problems and support decision making.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. III

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
(1)						
1. Train SLD teachers and leadership personnel: 10 summer traineeships 6 summer fellowships 998 out of field tuition grants	SLD		10 6 450		Title VI-D State State	15,000 4,500 71,856
2. Participate in Manpower Plan - Special Project					Title VI-D Spec. Proj.	*
3. Make staff available to provide liaison with university programs, certification section, in-service activities, scholarship.	SLD				Title VI-D ADM	3,207

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* Included in Problem Area XIII

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. IV Emotionally Disturbed Children

STATUS

A. Without the emphasis on the existing program for emotionally disturbed school age youth and the continued emphasis toward expansion of the delivery system for educational programs for the remainder of the suspected youth, there will not be the possibility of progress for these individuals in the public schools.

b. OBJECTIVES FOR 1975 – 1976

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

A. Maintain the availability of the prescribed educational programs to 7,000 students and expand the delivery system to make available programs to an additional 1,834. students in FY 75. The expansion of the programs will be in the rural areas and at the secondary level.

B. Maintain and expand residential facilities for emotionally disturbed children.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. IV

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
Objective 1. Continue instructional programs in LEA through Florida Education Finance Program	ED	8,834		612	State Local	7,893,089 2,631,029
2. Continue and expand model grants to initiate and improve programs for ED students in Alachua, Seminole and Orange counties. (LEA)	ED	120*		10	Title VI-B	172,144
3. Continue supplementary reading and diagnostic evaluations for remedial instruction in reading, science, arithmetic, art, music, vocational education and provide social adjustment and behavior modification through group and individual instruction for emotionally disturbed students at South Florida State Hospital	ED	215		8	89-313	69,026

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* Included previously

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY75 – RELATED TO OBJECTIVE NO. IV

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
5. Continue instructional program for emotionally disturbed students at Florida State Hospital	ED	75		1	89-313	20,000
6. Initiate instructional programs at Northeast State Florida Hospital, Macclenny and G. Pierce Wood Memorial Hospital, Arcadia.	ED	50		4	89-313	30,000
7. Provide consultant services of ½ of professional staff time to local districts, priority will be placed on assisting districts initiate new programs and also: a) review Title VI-B projects and monitor as assigned. b) two state accreditation visits c) three exceptional child program visits d) review Title III projects as assigned e) review Title I projects as assigned f) review educational specifications for facilities for ED g) review and make recommendations on 67 District Procedures documents h) DOE liaison for parent and professional organizations i) provide technical assistance for district comprehensive planning as assigned j) compile annual report of program and maintain program statistics k) provide liaison with state residential programs l) support and work closely with the Division of Mental Health in the establishment of residential programs at Hospital settings throughout the State.	ED			1	Title VI-B	12,000
8. Initiate vocational education programs for secondary students in Northeast Florida State Hospital, G. Pierce Wood Memorial Hospital and LEA's.	ED				Voc. Ed.	77,000

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. IV

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
9. Continue innovative project to demonstrate classroom prevention and treatment for emotionally disturbed in Sarasota County.	ED	*			Title III	120,406
10. To maintain and expand residential facilities: a) establish a children's unit at Northeast Florida State Hospital b) Continue and expand the children's unit at South Florida State Hospital c) Activate a special inpatient unit for severely emotionally disturbed children at the Florida Mental Health Institute at Tampa (a research and training facility) d) Work for the establishment of other residential facilities for emotionally disturbed children as needed						

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* Included previously

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 75 – 19 76
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. IV Emotionally Disturbed PROCESS B. Of the 7,000 known ED students (1973-74) enrolled in special education programs, 70% do not have supportive or theraputic services and as a result exhibit inappropriate behavior and limited progress.	B. Supportive services will be available to 50% of the ED students enrolled in special education programs mainly in large and middle-size counties. Regional programs will provide supportive services for small and some middle-size counties to an additional 20% of the emotionally disturbed children receiving special education.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. IV

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
Objective IV-B 1. Document the diagnostic services and their cost necessary for a comprehensive ED program in a local school system.	ED	1,500		.5	RRC	25,000
2. Support the continuation of children's programs in the following facilities: a) Community Mental Health Center of Escambia County-Child Development Center b) Community Mental Health Center of Palm Beach County-Comprehensive Children's Program. c) Child Guidance Clinic of Pinellas County d) Winter Haven Hospital Community Mental Health Center-Resource Room Project e) Northwest Florida Community Mental Health Center-Jon Newberry Cooley Assessment Center at Bay County Guidance Center	ED					

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. IV

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
(1)						
f) Hillsborough Community Mental Health Center-Mendez Day Center						
3. Support the expansion of children's support services to other communities via obtaining additional federal funds for children's programs and via special state grant-in-aid for children's services.						

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 1975 – 1976
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. IV Emotionally Disturbed STATUS C. Instructional personnel with either pre-service or in-service training are not available in adequate supply to implement new programs or to supply existing programs.	C. By 1975-76, 50% of employed personnel will be certified and 100% will have access to in-service training to assist in maintaining and up-grading teacher competencies.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. IV

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
Objective IV-C						
1. Liaison with State professional organization for teachers of the ED.	ED			1	Title VI-B	Staff time
2. Award scholarship grants to assist personnel to become certified or train leadership personnel:	ED					
5 Federal summer traineeships			5		Title VI-D	7,500
2 Federal master fellowships			2		Title VI-D	6,400
400 State tuition reimbursement grants			200		State	28,800
4 State summer fellowships			40		State	3,000
3. Conduct special study institute for operationalizing the definition of ED and proper delivery systems for ED students.	ED		35		Title VI-D	3,850

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1. STATEMENT OF PROBLEMS AND OBJECTIVES ~~(continued)~~ c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. IV

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
4. Assist districts design in-service training components for teachers of ED for district Master Plan for in-service.	ED		300		Title VI-B	State staff
5. Participate in manpower plan special project to identify manpower and training needs.	ED				Title VI-D Special Proj.	*
6. Make staff available to provide liaison with university programs, certification section, in-service activities and scholarships.	ED				Title VI-D	3,207

* Included under Problem Area XIII

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 75 – 19 76
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. IV Emotionally Disturbed PROCESS D. 60% of students moving from the community to an institution and returning and often unable to make adequate adjustments.	D. By 1975-76, adequate personnel will be available to assist students make adjustment when moving from community to institution to community. By 1973-74, provide vehicle and procedures for communication between public schools and institutional programs.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. IV

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
Objective IV-D 1. Continue cooperative work with Division of Mental Health to communicate information on location of ED programs in public schools and explore formalizing procedures for transfer of student records and other communication.					Title VI-B	Staff time

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 75 - 19 76
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. IV Emotionally Disturbed PROCESS E. The expansion and imrprovement of programs for ED students is limited because of the lack of understanding and information processed by administrators and other leadership personnel resulting in ED children excluded from school or placed in inappropriate programs.	E. By 1975-76, visual materials and presentations will be available to administrators to inform and change attitudes of the education of ED students.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 - RELATED TO OBJECTIVE NO. IV

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
Objective IV-E 1. Provide presentation on planning and operating ED programs to local special education administrators at annual fall meeting.					Title VI-B	Staff time

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PROBLEMS, OBJECTIVES, AND ACTIVITIES

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1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. V Socially Maladjusted

STATUS

A. Without the continuation of the present programs for 2,403 socially maladjusted school aged students, none of them would be able to maintain their current rate of progress and without expansion 235 identified and 4,056 suspected SM students not on waiting lists will not show progress in public school programs.

Without the continuation of present residential and community programs operated by the Division of Youth Services, 4,739 socially maladjusted school aged students would not be able to maintain their current rate of progress.

b. OBJECTIVES FOR 19 75 - 19 76

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

A. Maintain the availability of a prescribed educational program to 4,000 SM school aged children and expand the program to make available programs to an additional 1,400 in FY 75 and 140 in FY 76.

Decrease number of students assigned to State Training Schools but maintain the availability of a prescribed educational program to 4,193 SM youth through the Division of Youth Services.

1. To diagnose each child through tests, personal interview and individual inventory of social and educational background to determine educational priorities.
2. To develop long and short span behavioral objectives for each child (an educational objective which will assist the child to make improvements in learning and vocational skills).
3. To improve basic learning skills of reading and mathematics.
4. To provide academic and vocational programs which allow each individual a measure of achievement to promote confidence in his ability to succeed.
5. To provide course work for credit so that children may continue a public school program.
6. To provide programmed instruction in subject areas to prepare older students to qualify for a high school diploma through the General Educational Development Examination.

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 75 – 19 76
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. V Socially Maladjusted	7. To provide vocational evaluation laboratory experiences to assist children in determining aptitudes and interest for work readiness training. 8. To provide work readiness vocational training. 9. To provide specialized remedial programs for Division of Youth Services wards who have specific learning disabilities. 10. To provide continuous evaluation of the exceptional child education programs.

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO V

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
Objective V-A						
1. Continue instructional programs in LEA's through Florida Education Finance Program.	SM	5,440		255	State Local	2,895,513 965,171
2. Continue and expand educational programs in facilities and community services operated by the Division of Youth Services	SM	4,193		180	State ESEA Title I ESEA Title II LSCA	1,103,193 1,000,000 10,000 30,000
3. Continue vocational evaluation laboratory experiences and work readiness vocational training in programs operated by Division of Youth Services	SM	*		37	Voc. Ed. 90-576 State	77,000 551,597

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4

* Included above

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. V Socially Maladjusted

PROCESS

B. Of the 2,403 known socially maladjusted students (71-72) enrolled in special education programs, 50% do not have supportive or theraputic services and as a result exhibit inappropriate behavior and limited progress.

b. OBJECTIVES FOR 19 75 - 19 76

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

B. Supportive services will be available to 50% of the SM students enrolled in special education programs mainly in large and middle-size counties. Regional programs will provide supportive services for small and some middle-size counties to an additional 20% of the SM students receiving special education.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 - RELATED TO OBJECTIVE NO. V

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
Objective V-B						
1. Establish 16 regional diagnostic and resource centers to provide supportive services for instructional programs for SM students.	SM				State	*

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* Included in Problem Area XIII

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. V Socially Maladjusted

PROCESS

C. Instructional personnel with either pre-service or in-service training are not available in adequate supply to implement new programs or to supply existing programs.

b. OBJECTIVES FOR 1975 – 1976

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

C. By 1975-76, 50% of employed personnel will be certified and 100% will have access to in-service training to assist in maintaining and upgrading teacher competencies.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. V

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
Objective V-C						
1. Assist districts design in-service training components for teachers of SM for district master plan for in-service.	SM		200		Title VI-B	Staff time
2. Participate in manpower plan special project to identify manpower and training needs.	SM				Title VI-D Special Proj	*
3. Make staff available to provide liaison with university programs, certification section, in-service activities and scholarships.	SM				Title VI-D	3,210
4. Continue staff development activities for personnel in educational programs operated by Division of Youth Services based on needs survey conducted during January and February, 1974. The in-service of academic/vocational education staff will follow the Master Plan prepared for 1974-79 with an annual review and up date.	SM		218			41,300**

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*Included in Problem Area XIII

**Included previously

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. V Socially Maladjusted

PROCESS

D. 60% of students moving from the community to an institution and returning are often unable to make adequate adjustments.

b. OBJECTIVES FOR 19 75 - 19 76

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

D. By 1975-76, adequate personnel will be available to assist students make adjustments when moving from community to institution to community.

By 1974-75, provide vehicle and procedures for communication between public schools and institutional programs.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 - RELATED TO OBJECTIVE NO. V

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
Objective V-D 1. Continue cooperative work with Division of Youth Services to communicate information on location of public school programs and explore formalizing procedures for transfer of student records and other communication.	SM				Title VI-B	Staff time

PROBLEMS, OBJECTIVES AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 75 – 19 76
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. V Socially Maladjusted	
PROCESS	
E. The expansion and improvement of programs for socially maladjusted students is limited because of the lack of understanding and information possessed by administrators and other leading personnel resulting in SM children excluded from school or placed in inappropriate programs.	E. By 1975-76, visual materials and presentation will be available to administrators to inform and change attitudes of the education of SM students. Utilize annual evaluative data to strengthen both residential and public school programs as a result of continuing objectives of DYS: a) To identify needs of wards not being met by home community school programs. b) To provide personal data to assist community schools, vocational-technical centers and junior colleges in placement of furloughed wards. c) To provide consultative services to assist community schools, vocational-technical centers and junior colleges in the development of meaningful programs for furloughed wards and pre-delinquent children.

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. V

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
Objective V-E						
1. Provide presentation on planning and operating socially maladjusted programs to local special education administrators at annual spring meeting.					Title VI-B	Staff time
2. Continue administration, supervision and consultant and other support services to DYS educational programs and community liaison with DOE and LEA's.	SM			4	Title I State	29,000 68,000

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. VI Physically Handicapped and Other Health Impaired

STATUS

A. In 1972-73, of the estimated 9,600 physically handicapped school aged students (based on .65 prevalence), 1,955 did not have access to a prescribed educational program with a result that as adults they are predicted to be deficient in academic; social and vocational skills and therefore limited productive citizens.

b. OBJECTIVES FOR 1975 – 1977

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

A. Maintain the availability of a prescribed educational program to 8,855 (1972-73) PH school aged children and expand the program to make available programs to an additional 500 in FY 75 and 100 in FY 76 and 45 in FY 77.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. VI

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
(1)	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
1. Provide consultant services of 1/5 professional time to local districts.	PH				State	5,000
2. Continue instructional programs in LEA's through Florida Education Finance Program	PH	5,780		473	State	6,666,655
3. Continue innovative project in Palm Beach County for Mobile Center for the Motor Impaired	PH	60*		4	Title III	33,580
4. Participate in manpower plan special project to identify manpower and training needs.	PH				Title VI-D Special Proj	**
5. Make staff available to provide liaison with university programs, certification section, in-service activities and scholarships.					Title VI-D ADM	3,206

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* Included previously

** Included under Problem Area XIII

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO VI

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
6. Continue state support of transportation to physically handicapped students including deaf and blind.	PH				State	200,000
7. Conduct a planning meeting of leadership personnel in programs for physically handicapped to plan special study institute for FY 76.	PH		15		Title VI-D	900
8. Provide adopted vocational education for secondary students.	PH				Voc. Ed.	7,600

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. VII Visually Handicapped

PRODUCT

A. Of the 90 visually handicapped students graduating from local and state school programs, the percentage making adequate vocational and social adjustment is not known. The academic and social progress of the other 825 school aged VH students is not known.

b. OBJECTIVES FOR 19 74 – 19 76

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

A. To develop and implement a system for follow-up of visually handicapped students to have data to modify curriculum and programs. To develop student assessment procedures.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 74 – RELATED TO OBJECTIVE NO. VII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
(1)	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
Objective VII-A						
1. Conduct a follow-up study of visually handicapped students graduating, 1974, from local and state schools to determine needed modifications in vocational instruction, social skills and community living skills through State Follow-up and Placement Statutes.	VH	90			State	Staff time

[illegible] AREAS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 1974 – 1976
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. VII Visually Handicapped STATUS B. Instructional personnel with either pre-service or in-service training are not available in adequate supply to implement new programs or to supply existing programs. In 1973-74, five districts would have begun programs for the visually handicapped had personnel been available.	B. By 1975-76, trained personnel will be available to staff all programs.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 74 – RELATED TO OBJECTIVE NO. VII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
Objective VII-B						
1. Train teachers and leadership personnel:						
3 Federal summer traineeships	VH		3		Title VI-D	4,500
3 State summer fellowships	VH		3		State	2,250
10 Out of field tuition reimbursement grants			10		State	720
2. Conduct special study institute on Use of Appropriate Size Print by Visually Impaired Students	VH		50		Title VI-D	3,200
3. Participate in manpower plan special project to identify manpower and training needs.	VH				Title VI-D Special Proj	*
4. Make staff available to provide liaison with university program, certification section, in-service activities and scholarships.	VH				Title VI-D	3,207
5. Assist districts design in-service training components for teachers of the visually handicapped for district master plan for in-service.					State	Staff time

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* Included under Problem Area XIII

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1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. VII Visually Handicapped

STATUS

C. Without the continuation of the present programs for 1,150 VH school aged students, none of them would be able to maintain their present rate of progress and without expansion of programs, 60 identified and 266 suspected but not on waiting lists will not show progress.

Without the continuation of the present programs, 30 VH preschool aged students would not be able to maintain their present rate of progress and without expansion of programs 120 suspected but not on waiting lists will not show progress.

b. OBJECTIVES FOR 19 74 – 19 76

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

C. Maintain the availability of a prescribed educational program to 1,280 (1972-73) VH school aged students and expand the program to make available programs to an additional 220 students in FY 74, 85 in FY 75 and 55 in FY 76.

By 1975-76, 75 VH preschool aged students will be enrolled in early childhood programs.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
Objective C						
1. Continue instructional programs in LEA's through Florida Education Finance Program.	VH	1,111		87	State Local	954,536 318,178
2. Continue state supported residential program for approximately 200 students.	VH	200		86 (teachers & Houseparents)	State	1,100,000*
3. Provide consultant services of 4/5 professional time to local districts for VH programs for the planning and development of educational programs for the visually handicapped in day school programs and also: a) review Title VI-B projects and monitor as assigned b) make three state accreditation visits c) make six exceptional child program visits d) review Title III projects as assigned e) review Title I projects as assigned				4/5	State	20,000

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* Based on per pupil cost of $5,000

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 74 – RELATED TO OBJECTIVE NO. VII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
f) review educational specifications for facilities as assigned						
g) review and make recommendations for 67 District Procedures documents						
h) DOE liaison for parent and professional organizations						
i) provide technical assistance for District Comprehensive Planning as assigned						
j) DOE liaison for Florida Instructional Materials Center for the Visually Handicapped						
k) DOE-DESE liaison for Southeastern Regional Deaf/Blind Project.						
l) provide liaison to state residential school						
4. Continue classroom personnel, teacher aides, orientation and mobility instructor, and educational media services to enrich the instructional program at the state residential school.				11*	89-313	100,048

*Included previously

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. VII Visually Handicapped

STATUS

D. Of the 125 identified visually handicapped students needing braille, large print and other specialized material, 25% of the students must wait two to six months for appropriate materials to be delivered to their school; resulting in a barrier to academic achievement.

b. OBJECTIVES FOR 1974 – 1976

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

D. Make available to 100% of the visually handicapped students appropriate materials within 10 days through the Florida Instructional Materials Center for the Visually Handicapped.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 74 – RELATED TO OBJECTIVE NO. VII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
1. Continue development and implementation of the Florida Instructional Center for the Visually Handicapped established by the 1972 Legislature.	VH	1,480*		9	State	120,000
2. Continue purchase of braille and other instructional materials from American Printing House						
State Education Agency		545*			Federal	40,785
State Residential School					Federal	13,060
3. Continue purchase of large print state adopted textbooks for visually handicapped students.		300*			State	25,000

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* Included previously

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 74 – 19 76
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. VII Visually Handicapped STATUS E. Secondary visually handicapped students have very limited opportunities for experiences in the work world on which to build a selection of an occupation for continued and advanced training.	E. By 1975-76, assure that 80% of the visually handicapped students have some work experience prior to graduation from high school.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. VII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
1. Conduct a work experience program for six weeks at the state residential school. Students from local and state school programs would be included. Students will work ½ day and receive job related instruction ½ day. Daily living skills will also be taught.	VH	50*		10*	P.L. 90-576 Voc. Rehab.	8,000 25,000**

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*Included previously
**Not included in totals

3. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. VIII Deaf/Blind Children

STATUS

A. Of the 92 deaf/blind students identified, a wide range of programs and services must be available to maintain and improve their academic, social and vocational skills.

b. OBJECTIVES FOR 1974 – 1976

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

A. Provide appropriate educational and training experiences to all deaf/blind students identified and actively search to identify all deaf/blind children in Florida.

B. Search for fund source to establish a residential facility for 15 children at the Florida School for the Deaf and Blind which will adequately serve educable sensory impaired, multiply handicapped children.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY____ – RELATED TO OBJECTIVE NO. ______

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
(1)	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
1. Continue provision of tuition and travel expenses for six children to attend out of state facilities.	D/B	6			State	37,000
2. Provide teacher for deaf/blind children at Sunland Training Center.	D/B	12		1	Title VI-C	10,000
3. Provide tutor companions to assist deaf/blind students in their communities under the guidance of teachers trained in an appropriate area of special education.	D/B	31		20	Title VI-C	59,000
4. Continue custodial care for deaf/blind children at the Sunland Training Centers ($5,870 per child).	D/B	29			State	166,915

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 74 – RELATED TO OBJECTIVE NO. VIII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
(1)						
Objective A (continued)						
5. Continue local school system support of the education of deaf/blind children in the community ($2,320 FTE).	D/B	31			Local	71,920
6. Continue private school or agency support of the education of deaf/blind children ($1,200 per child).	D/B	4			Local	4,800
7. Schedule trips to strategic areas of the State to search for and verify reports of deaf/blind children whose parents and community may not be aware of the services available to them.	D/B			1	Title VI-C State	6,163 2,593
8. Continue evaluation procedures to monitor programs and student progress in meeting the goals and objectives for the education of deaf/blind students.	D/B				Title VI-C State	6,163 2,593
9. Maintain and periodically publish a complete and accurate roster of deaf/blind children within the State.	D/B			2	Title VI-C State	6,163 2,593

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

BEST COPY AVAILABLE

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. VIII Deaf/Blind Children

STATUS

B. Instructional supportive personnel with either pre-service or in-service training are not available in adequate supply to implement new programs or to supply existing programs.

b. OBJECTIVES FOR 1974 - 1976

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

B. All personnel involved in the educational social or home life of Florida's 92 deaf/blind students will receive in-service and counseling to maintain and improve their skills to work with deaf/blind students.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 74 – RELATED TO OBJECTIVE NO. VIII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
1. Continue to provide in-service seminars for workers of deaf/blind children.	D/B		30		Title VI-C State	6,163 2,593
2. Continue to encourage personnel at the Sunland Training Centers, through counseling and in-service seminars, to provide greater stimulation and training for deaf/blind in their case.	D/B				Title VI-C State	6,163
3. Participate in manpower plan special project to identify manpower and training needs.	D/B				Title VI-D Special Proj	***
4. Provide 2 federal summer traineeships for teachers	D/B		2		Title VI-D	3,000

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***Reported in Problem Area XIII

3. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	**b. OBJECTIVES FOR 19 74 – 19 76**
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. VIII Deaf/Blind Children PROCESS C. Parents of deaf/blind children find themselves without the skills and knowledges to adequately train or maintain their child in the home and develop feelings of frustration and anxiety which further hinders the development of the child.	C. Provide training and counseling experiences in self-care skills, adaptive motor coordination and communication skills to all parents of deaf/blind children.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 74 – RELATED TO OBJECTIVE NO. VIII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
1. Provide parents with materials outlining various services and programs available within and outside the State.	D/B		50		Title VI-C State	6,163 2,593
2. Continue the "open door" policies and the accessibility of the coordinator to parents in need of assistance.	D/B				Title VI-C State	6,163 2,593
3. Continue to provide parent-child workshops for deaf/blind children and their parents.	D/B		24		Title VI-C State	6,163 2,593

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. IX Deaf

PROCESS

A. In 20 school districts (144½ teachers) having programs for deaf students, there are six districts that have full time supervising teachers of the deaf; one district has a half time supervisor; and six districts have helping teachers who do not have released time for supervising activities. The result is a variety of educational programs.

b. OBJECTIVES FOR 1975 – 1977

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

A. By 1975-76, reduce the number of approved district programs to a maximum of 15. Each approved program will provide a full time supervising teacher.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. IX

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
1. Encourage the establishment of a full-time supervisory teacher in every approved program. This requires 9 additional supervisors.	D			9	FEFP State	144,000
2. Provide in-service training for supervising teachers who, in turn, would provide inservice to 165 teachers in local districts. a) Six 2 day workshops for a maximum of 15 supervisors during August, September, November, January, March, April to include assessment speech, auditory training language, curriculum and parent education.	D		165		Title VI-B Local	1,200 3,000

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. IX Deaf

STATUS

B. While 80% of the districts offering day class programs do follow a curriculum for the deaf, not all are compatible with the regular school curriculum nor consistent with each other. Therefore, mainstreaming and transfer from program to program may have a deleterious effect on the student.

Career education has not been included in the curriculum for the deaf in Florida.

The linguistic, conceptual and spiral approach to teaching language to the deaf has not been incorporated in the language curriculum at the Florida School for the Deaf

b. OBJECTIVES FOR 1975 – 1977

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

B. By 1975-76, provide the district program with a state curriculum outline which will meet the needs of deaf children and will provide for continuity of curriculum in all educational settings

To provide ongoing revision and modification of the curriculum of the state residential school for the deaf.

To include the concept of career education in every level of instruction at the Florida School for the Deaf.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. IX

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
1. To assure the availability of a curriculum outline for deaf education to each local school district; to assure ongoing revision and modification of the curriculum of the state residential school for the deaf; and, to include the concept of career education in the curriculums, the following activities are proposed:						
a) compile and disseminate a state curriculum outline	D				FLRS	200
b) develop an in-service training/information packet for regular teachers and administrators in whose classes and schools deaf children are fused	D		500		FLRS	500
c) Fund a workshop six weeks for teachers of the deaf and 5 head dormitory supervisors to modify						

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I. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. IX

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
the existing curriculum of the Florida School for the Deaf to meet the needs of the underachievers, grades, K-12	D			21	89-313	30,769
Provide salaries and transportation of four district supervising teachers to attend the curriculum workshop at the Florida School for the Deaf.	D			4		7,036
d) Fund the participation of 3 teachers of the state residential school for the deaf in a two-week career education workshop (Career Development for the Deaf) conducted at the University of Rochester, Rochester, New York.	D		3		Title I 89-313	2,383
e) Fund a field trip to the Rhode Island School for the Deaf, Learning Center for Deaf Children, American School for the Deaf, Crotchet Mountain School for the Deaf and the Education Development Center in Newton, Massachusetts, for 13 teachers of the Florida residential school for the deaf to observe and learn the application of innovative programs at the above mentioned schools and centers.	D		13		Title I 89-313	3,835

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1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. IX Deaf

STATUS

C. There is not available to 40% of the deaf children in Florida, indepth diagnostic, educational assessment, and case staffing resulting in inappropriate placements.

b. OBJECTIVES FOR 1974 – 1975

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

C. By 1975-76, at least 90% of the deaf students in non-residential programs will have indepth diagnostic and educational evaluations and staffing resulting in appropriate programming. All potential enrollees will have all in-depth diagnostic and educational evaluations and staffings prior to placement in special programs for hearing impaired children.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY74 – RELATED TO OBJECTIVE NO. IX

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
C. To assure the availability of diagnostic, educational evaluative and staffing services to local district programs for hearing impaired children that will be commensurate with the services of the child study center at the Florida School for the Deaf, the following activities are proposed:						
1. Fund the establishment of regional special service centers that will provide adequate diagnostic, educational evaluation, and staffing services, by qualified personnel, to include services to hearing impaired children	D			178	State	4,000,000*
2. Explore feasibility of the establishment of a State Diagnostic-Educational Evaluation Team that will meet in a different region of the State for one week of each month to provide service to local districts within each region. Referrals for service are to be processed through local district superintendents to be BEES of DOE.					Title VI-B ADM	Staff time

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*Included under Problem Area XIII

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 74 – 19 75
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. IX Deaf PRODUCT D. The achievement and adjustment of deaf children is impeded by a lack of parent information/education from the time the child is suspected of being hearing impaired until he completes his educational program.	D. By 1975-76, at least 75% of the parents of hearing impaired children will have information/education regarding the nature of deafness and its educational implications, Information/education will be conducted by qualified, appropriate personnel.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 74 – RELATED TO OBJECTIVE NO. IX

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
D. To assure the availability of parent education/information to parents of all hearing impaired children, the following activities are proposed: 1. A series of regional parent meetings, conducted by the Consultant and the district program supervising teacher, in conjunction with the local parent organizations.	D		400		Title VI-B ADM	Staff time
2. Parent information/education packets supplied by BEES of DOE and distributed through local district ECE personnel.	D		500		FLRS	500
3. Parents study institute conducted at the residential school, primarily for parents of residential and potential residential students.	D		40		Title I 89-313	3,500

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 74 – RELATED TO OBJECTIVE NO. IX

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
4. Purchase for dissemination to parents of residential pupils, selected books, journals and reprints on a library loan basis.	D				Title I 89-313	700
Purchase for dissemination to parents of district program pupils books, journals and reprints on a library loan basis	D				Title VI-B ADM	700
5. Continue cooperative work with the University of Miami teacher preparation program in deaf education in area of parent education and parent counseling to explore in-service education.	D				Title VI-B ADM	Staff time
6. Fund multi-county instructional counseling program for hearing impaired children, ages 0 to 5 and their parents through Orange County.	D				Title VI-B	25,000

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

BEST COPY AVAILABLE

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 74 - 19 75
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. IX Deaf STATUS E. Without the continuation of the present programs for 950 school aged deaf children, none of them would be able to maintain their current rate of progress and without expansion 16 identified and 350 suspected but not on waiting lists for public school classes will not show progress in a public school program. Without the continuation of the present programs for 296 pre-school deaf children and expansion for 150 suspected deaf children, they will not maintain or show progress. Without continuation of the present program for 650 school aged residential school deaf students, none would be able to maintain current rate of progress; and, without expansion of program and facilities, the needs of projected increased enrollment will not be met.	E. To maintain and expand present programs so that quality educational programs will be provided for all deaf children in Florida.

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 74 – RELATED TO OBJECTIVE NO. IX

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
E. To assure availability of educational programs for all hearing impaired children, the following activities are proposed:						
1. Recommend an increase of teaching staff for deaf children in non-residential to meet program needs.	D	1,415		180	State Local	3,335,212 1,111,737
2. Establish additional instructional positions at the residential school for the deaf.	D			5	State	45,000
3. Establish additional non-instructional positions at the residential school for the deaf.	D			12 2	State Title I	53,500 18,563
4. Continue the program at the state residential school for the deaf to meet projected enrollment needs for 1974-75.	D	730		199	State	4,015,000*
5. Continue vocational education program for deaf students at residential school.	D				90-576	10,500
6. A new dormitory complex for the Department of the Deaf-residential school phase II and III	D				State	1,832,203
7. Rennovation and air conditioning of Walker Hall Annex building at the state residential school for the deaf.	D				State	152,800
8. Acquisition of additional land fill for the residential school for the deaf.	D				State	275,000
9. Continuation of CAI program in Math.	D				Title I 89-313	29,348
10. Inservice training for teacher aides at the state residential school for the deaf.	D		6		Title I 89-313	1,500
11. Provide consultant services of one professional staff to local school districts to assist in the development, initiation and improvement of programs for hearing impaired: deaf students and also: a) review Title VI-B projects and monitor as assigned b) make three state accreditation visits	D				Title VI-B ADM	25,000

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*Per student cost of $5,500

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 74 – RELATED TO OBJECTIVE NO. IX

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
c) make six exceptional child program visits						
d) review Title III projects as assigned						
e) review Title I projects as assigned						
f) review educational specifications for facilities for the deaf						
g) review and make recommendations on 67 District Procedures documents						
h) DOE liaison for parent and professional organizations						
i) provide technical assistance for District Comprehensive Planning as assigned						
j). compile annual report of program and maintain program statistics						
k) provide liaison with state residential school						
12. Continue one multi-district program for deaf children in Alachua County.	D	30*		3	Title VI-B	14,293
13. Continue teacher aides, coordinator of staff development, language consultant, media specialist, arts and crafts instructor, television technician and support services to enrich the instructional program of the state residential school.	D	730*		21	89-313	170,845
14. Fund project for mainstreaming the hearing impaired child (K-6) in Escambia County.	D	50*		1	Title VI-B	19,662.93

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*Included above in total number of students

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. IX Deaf

STATUS

F. Only 91% of the teachers at the state residential school and 80% of non residential school teachers are certified in-field (CED and/or Florida Hearing Disabilities). Since all certified teachers have not had recent course work and there is a significant percentage of uncertified teachers in our classrooms, less than adequate educational opportunities are being offered to deaf students in Florida.

b. OBJECTIVES FOR 1974 - 1976

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

F. By 1975-76, provide a variety of opportunities for maintaining and up-grading teacher competencies.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY75 - RELATED TO OBJECTIVE NO. IX

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
In order to provide a variety of opportunities to up-grade teacher competencies, the following activities are proposed:						
1. Continue the six year plan to establish inservice training for all teachers of the deaf.	D				FLRS	Staff time
2. Provide five regional one-day workshops to up-grade skills of developing communication skills in the deaf.	D		165		Title VI-D	1,250
3. Award four federal summer traineeships to train teachers and supervisors for deaf programs.	D		4		Title VI-D	4,500
4. Award 2 state summer fellowships 75 Out-of-field tuition reimbursement grants.	D		2 75		State State	1,500 5,400

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. IX

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
F. Continued						
5. Participate in manpower plan special project to identify manpower and training needs.	D				Title VI-D Special Proj.	*
6. Make staff available to provide liaison with university programs, certification section, in-service activities and scholarships.					Title VI-D ADM	3,207

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4

*Included under Problem Area XIII

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 75 – 19 76
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
Problem No. X Hearing Impaired: Hard of Hearing STATUS A. In 1971-72, of the 21,016 hard of hearing students (based on 1.5% prevalence), 92% did not receive appropriate specialized education programs so that as adults they may be deficient in academic, social and vocational skills.	A. By 1975-76, 85% of all students with mild to moderate hearing impairment will be identified and receiving appropriate educational programming.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. X

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
(1)	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
1. Continue encouraging of 40 new clinicians in LEA's.	H of H	2,240		40	Local State	130,000 520,000
2. Continue encouraging of the employment of audiologists in the 20 school districts.	H of H			20	State Local	208,000 52,000
3. Participate in manpower plan special project to identify manpower and training needs.	H of H				Title VI-D Special Proj	*
4. Make staff available to provide liaison with university programs, certification section, in-service activities and scholarships.	H of H				Title VI-D ADM	3,986

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*Included under Problem Area XIII

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. X Hearing Impaired: Hard of Hearing

PRODUCT

B. 68% of hearing impaired students in a special education program do not have an individual educational prescription resulting in local academic achievement and frustrations of students, parents, teachers and administrators.

b. OBJECTIVES FOR 19 75 - 19 76

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

B. By 1975-76, 60% of the hearing impaired students will have an individual educational prescription.

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. X

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
1. Distribute guidelines to district personnel	H of H				FLRS	100.

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. XI Speech and Language Impaired

PROCESS

A. A 1972 survey of speech and language clinicians showed that clinicians themselves see as a major problem the maintaining and upgrading of their therapy skills in dealing with cases of fluency, language, voice and articulation disorders.

b. OBJECTIVES FOR 19 75 – 19 76

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

A. By 1974-75, appropriate language, speech, and hearing inservice training will be available to each LEA.

B. By 1974-75, each speech pathologist and audiologist with the schools will participate in no less than 1 full day of appropriate inservice education.

C. By 1974-75, guidelines for implementing appropriate internship experiences during pre-service be developed.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. XI

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
1. Assist districts to activate in-service training components for clinicians for district Master Plan for In-service.	Speech				State	Staff time
2. Provide training through award of: 6 federal summer traineeships 6 state summer fellowships	Speech		6 6		Title VI-D State	9,300. 4,500
3. Participate in manpower plan special project to identify manpower and training needs.	Speech				Title VI-D Special Proj	*
4. Make staff available to provide liaison with university programs, certification section, inservice activities and scholarships.	Speech				Title VI-D ADM	3,207

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*Included under Problem Area XIII

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. XI

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
5. Continue publication of newsletter for sharing program information and therapy techniques among clinicians and university personnel.	Speech		800		State	1,000
6. Expose 10 selected clinicians to outstanding lecturers in the field of communication with the hearing impaired at A.G. Bell International Conference.	Speech		10		Title VI-D	780.
7. To increase the skills and attitudes of language, speech and hearing clinicians in the practice of parent counseling through special study institutes.	Speech		25		Title VI-D	5,000
8. Increase the management and supervisory skills of 25 professional speech, language and hearing personnel through special study institute.	Speech		25		Title VI-D.	7,500

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. XI Speech and Language Impaired

STATUS

B. Based on an indepth survey of public schools, facilities utilized by speech and language clinician in 66% of the schools were inadequate as to sound control, size, appropriate furnishing and clinical observations. Recent on site observations indicate this % has increased to 70% inadequacy.

b. OBJECTIVES FOR 1975 – 1976

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

B. By 1975-76, minimal or above rated facilities will be available in 40% of the school buildings served by a speech pathologist.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. XI

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
(1)						
1. Distribute guidelines for appropriate speech and language facilities.	Speech				State	200
2. Develop a Florida Legislature Bill designed to earmark monies for EES itinerant programs.	Speech				State	50

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1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. XI Speech and Language Impaired

PROCESS

C. The positive effects of therapy interventions upon the educational welfare of students with communicative disorders are difficult to analyze with particular regard to utilization of time, personnel and finance. This difficulty in analyzing therapy effects on the educational welfare of students leads to staff making therapy program management decisions without data on this aspect.

b. OBJECTIVES FOR 1975 - 1976

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

1. By 1975-76, develop a management system for districts to provide feedback information on achievement of students in speech correction programs including the utilization of resources and efforts toward attainment of desired results to assist in program cecision making and resource allocation.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. XI

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
1. Dissemination of project - Evaluation of Speech Therapy Programs through Instructional Materials Analysis". - Broward County	Speech				Title VI-B ADM	500
2. Study of Speech and Language FTE from selected LEA programs.	Speech				Title VI-B ADM	1,000

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. XI Speech and Language Impaired

PRODUCT

D. Of the 45,000 speech and language impaired students receiving therapy, the achievement of 35% of these students is deterred by a lack of parent information regarding language development before student's entrance to school and lack of parent information and involvement during formal therapy.

b. OBJECTIVES FOR 1975 – 1976

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

1. In the 11 largest school systems, parent counseling by speech and hearing personnel will be available to 60% of the parents of elementary students enrolled in therapy.
2. By 1976, information dealing with child growth and development with specific information on language development will be available to 100% of all high school students.
3. Parent workshops on language development and speech improvement will be a regular part of the Florida Congress of Parents and Teachers Associations local educational programs.
4. By 1976, each of the school districts will provide appropriate home instruction for Communicatively handicapped children, 0-5 years of age.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. XI

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
(1)	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
1. Collect data on current parent education programs	Speech				State	50
2. Assemble and distribute brochures and materials on parent education.	Speech				Title VI-B ADM	500
3. Survey each school district as to direct home assistance being provided 1974-75 to parents of children 0-5 with communicative disorders.	Speech				State	100

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. XI Speech and Language Impaired

STATUS

E. In 1971-72, of the estimated 49,037 speech and language impaired students (based on a prevalence of 3.5%) 18% do not have access to a prescribed therapy. As a result as adults they may suffer the consequences of deficient academic, social and vocational skills. The speech and language impaired students in the age range of 13-18 have an even higher percentage of lack of prescribed therapy programs.

b. OBJECTIVES FOR 1975 - 1976

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

1. By 1975-76, 100% of speech and language impaired students will have access to a prescribed speech correction program designed to provide them with adequate oral speech to function as productive adults.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. XI

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
(1)						
1. Provide consultant services of 3/4 professional time to local districts. Priority will be placed on (a) developing supervisory personnel and (b) initiating new programs in the 4 districts without clinicians. Other activities will include: a) three State Accreditation visits b) Review of Title VI-B projects and monitoring as assigned c) six exceptional child program visits d) review of Title III projects as assigned e) review of Title I projects as assigned f) review of educational specifications as assigned g) review and make recommendations on 67 District Procedures documents.	Speech			3/4	State	20,000

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. XI

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
h) provide DOE liaison to parent, professional and lay organizations						
i) provide technical assistance for District comprehensive planning as assigned						
j) compile annual report and other program statistics						
2) Continue provision of programs for speech and language impaired in LEA's through Florida Education Finance Program.	Speech	50,111		644	State Local	11,788,420 3,929,473
3) Fund project for alternative practices for "Multi County TMR Classroom Communications Program" in Broward County.	Speech				Title VI-B	79,967*

*Also included under Problem Area I

PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. XII Gifted

STATUS

A. 60% of the gifted are not provided an educational program which increases the depth and breadth of their knowledge and understanding in both the cognitive and affective domains.

b. OBJECTIVES FOR 1975 – 19 77

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

1. 85% of the gifted students will be provided an educational program of increased depth and breadth in the cognitive and affective domains for the acquisition of knowledge and improved understanding.
   a) Developed a design for evaluating programs for the gifted.
   b) Review scope and depth of diagnostic services available to gifted students.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. XII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
(1)	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
1. Provide consultant services of full time professional staff to local districts. Priority will be placed on assisting districts initiate new programs. Other activities will include: a) three state accreditation visits b) six exceptional child program visits c) review of Title III projects as assigned d) review of Title I projects as assigned e) review and make recommendation on 67 District Procedures documents f) provide DOE liaison to parent, professional and lay organization g) compile annual report and other program statistics h) provide technical assistance for District comprehensive planning as assigned	Gifted				State	25,000

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 74 – RELATED TO OBJECTIVE NO. XII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
2. Provide for annual meeting of instructional personnel in gifted education.	Gifted		100		Local	1,000
3. Continue publication of newsletter for sharing program information and instructional ideas among districts and university personnel.	Gifted				State	100
4. Participate in manpower plan special project to identify manpower and training needs.					Title VI-D Special Proj	*
5. Continue instructional programs for gifted students in LEA's through Florida Education Finance Program.	Gifted	21,452		389	State Local	6,636,234 2,212,078
6. Make staff available to provide liaison with university programs, certification section, in-service activities and scholarships.	Gifted				Title VI-D	3,206
7. Provide 3 state summer fellowships for training teachers.	Gifted		3		State	2,250
8. Initiate innovative project for gifted students in Leon County school district.	Gifted				Title III	40,276

4

*Included under Problem Area XIII

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. XII Gifted

STATUS

B. There is no state wide program designed to provide the creative and culturally different gifted child with an educational program which will stimulate his thinking and potential and channel it into worthwhile endeavors.

b. OBJECTIVES FOR 1974 - 1976

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

1. The creative and culturally different gifted child will be provided an educational program and an environment of freedom in 10% of the cases identified which will stimulate and allow creativity and productivity to co-exist in relative harmony.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY74 - RELATED TO OBJECTIVE NO. XII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
(1)	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
1. Limited DOE Consultant services to districts.	Gifted				State	1,000*

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*Included previously

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. XIII Handicapped - Overall

PROCESS

A. During 1972-73, Florida served 68% of the handicapped students. A major barrier in providing programs for the other 32% of the handicapped students is the lack of administrators and supervisors to facilitate the organization and delivery of services to the students either within large school districts or on a regional basis in more sparsely populated areas.

b. OBJECTIVES FOR 1974 - 1976

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

1. By 1973-74, appropriate educational programs will be available to all exceptional students efficiently and effectively administered to assure wise utilization and allocation of resources.

2. By 1974-75, each district shall have a plan which assures that each exceptional child teacher receives approppiate supervision from personnel trained and experienced in his area of exceptionality.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 - RELATED TO OBJECTIVE NO. XIII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
1. Provide training for administrators and supervisors by awarding:						
2 Federal Post Master Fellowships			2		Title VI-D	12,600
6 State Summer Fellowships			6		State	4,500
2. Conduct Special Study Institute in July, 1974, for Administrators and School Principals on "Staffing Procedures for Exceptional Students."			40		Title VI-D	3,850
3. Conduct semi-annual meeting of local administrators and coordinators of exceptional child programs to discuss current issues and program status.			100		Title VI-D	400

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. XIII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
4. Provide administrative and supervisory support to local districts at the state level through two professional staff and two clerical positions to provide: a) administration of Florida Education Finance Program b) approve establishment of multi-district cooperative programs c) liaison for State Advisory Committee d) supervise state consultants e) maintain information system on total program f) liaison with state legislature and state agencies g) program planning and coordination h) review and make recommendations on 67 District Procedures for Providing Special Education for Exceptional Students				44	State Title I Title V Title VI-B ADM	55,950 5,000 6,500 41,892
5. Provide professional staff to coordinate and implement establishment of regional diagnostic and resource centers to support the instructional programs for exceptional students.				2	State	70,000
6. Provide 1 professional staff time and other support services to assist local administrators and project personnel in operation of Title VI-B projects and Title I 89-313 projects.				1	Title VI ADM	49,150
7. Establish 16 regional diagnostic and resource centers.				178	State	3,030,000

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 -- RELATED TO OBJECTIVE NO. XIII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
8. Provide professional staff and other support services to administer federal scholarships and training funds.				1	Title VI-D	2,764
9. Continue employment of administrative, supervisory and special services staff in local districts for special education through Florida Education Finance Program.	ALL			382	State	*
10. Initiate projects to demonstrate the feasibility of utilizing an educational plan to assure an appropriate education for all exceptional students within school districts.	ALL				Title VI-B	250,000
11. Participate in Southeastern Regional Resource Center to provide evaluation and prescriptive programs for handicapped students.	ED	200		2	Title VI-C	25,000

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*Included previously

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1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. XIII Handicapped - Overall

B. Due to a lack of awareness and creative use of instructional methods and materials and the inability of professional personnel to effectively integrate media in an instructional program through an understanding of the relationship of behavioral objectives and the instructional characteristics of various media, handicapped children are not exhibiting significant rates of change in school performance.

b. OBJECTIVES FOR 19 75 - 1977

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

1. 100% of Florida's exceptional student educators will have local access to instructional resources and services of the Florida Learning Resources System through established FLRS Associate Centers.

2. 100% of Florida's exceptional students educators will have direct access to media and materials information and delivery services through the Bureau of Education for Exceptional Students Clearinghouse/Information Center.

3. 100% of Florida's exceptional student educators will have participated in training to increase competencies in the appropriate use of instructional materials and educational technology for handicapped learners.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 - RELATED TO OBJECTIVE NO. XIII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
(1)						
1. Provide consultant services of one professional staff and one secretary to implement Florida Learning Resources System activities and to participate in staff activities as specified below: a) review and monitor EHA Title VI-B projects as assigned b) conduct three State Accreditation visits c) Conduct six district exceptional student program visits d) review Title I and Title III projects as assigned e) review District Procedures documents f) provide DOE liaison to parents, professional organizations and university training programs. g) provide technical assistance for District Comprehensive planning as assigned				2	FLRS	22,772

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 — RELATED TO OBJECTIVE NO XIII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
2. Establish, monitor and coordinate a network of FLRS Associate Centers to provide exceptional student educators throughout the State with direct services related to instructional materials development; media, materials, and educational technology training; and media and materials information and delivery.					FLRS	7,512
3. Implement Florida Plan for Associate Center Development and Maintenance.						
a) Continue existing FLRS network components: Florida Instructional Materials Center for the Visually Handicapped -	VH	1,000		9	State	120,000*
FLRS/ALPHA Model/Demonstration Associate Center	ALL	8,200	340	6	EHA Title VI-B	91,946
FLRS/CENTRAL Associate Center	MR/SLD	2,593	194	5	EHA Title VI-B	72,543
FLRS/CIC Associate Center	ALL	3,248	182	5	EHA Title VI-B	73,992
FLRS/EAST Associate Center	ALL	6,677	362	5	EHA Title VI-B	72,700
FLRS/SOUTH Associate Center	ALL	16,925	662	5	EHA Title VI-B	97,406
FLRS/PAEC Associate Center	MR			4	ESEA Title III	121,952*
b) Establish four additional FLRS Associate Centers.						
FLRS/CROWN Associate Center	ALL	8,756	651	5	EHA Title VI-B	95,000
FLRS/MEDIA Associate Center	ALL	8,596	223	5	EHA Title VI-B	95,000
TBA	ALL				EHA Title VI-B	75,000
TBA	ALL				EHA Title VI-B	75,000
4. Continue cooperation with related projects:						
a) Project SPREAD: Supplementary Packages of Resource Materials for Exceptional Learners through Audio-Visual Development	ALL				ESEA Title III	63,663
b) Cooperate with the Florida Project Headstart Media Resource Center on Handicapping Conditions					FLRS	Staff time

*Included previously under Problem Area II

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. XIII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
5. Continue BEES Clearinghouse/Information Center in accordance with designated work scope functions as specified below:						
a) Implement statewide system for the inventory, analysis, retrieval and evaluation of instructional resources at associate center district program level.					FLRS	13,055
b) Develop and implement recommendations for basic holdings specific to designated areas of exceptionality and program content areas.					RRC Voc. Ed.	2,000 (5,000)
c) Coordinate associate center/district program information services compatible with existing state and national dissemination systems.						
d) Develop, collect, catalog, reproduce and disseminate Florida-developed exceptional student education program materials.						
e) Maintain in cooperation with FERIC an interactive system to store, retrieve and disseminate research and related informational materials.					FERIC (in-kind)	10,000
6. Provide media, materials, and educational technology training for exceptional student teachers.					FLRS	6,661
7. Sponsor Special Study Institute on "Examination, Evaluation, and Use of Instructional Materials."			20		EHA Title VI-D	4,425
8. Sponsor inservice training related to media and materials utilization in designated areas exceptionality.					RRC Voc. Ed.	2,000 (10,000)

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM	b. OBJECTIVES FOR 19 74 – 19 76
DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM. Problem No. XIII Handicapped - Overall	DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.
C. Clear attention has not been paid to the development of a Career Education model for all handicapped youth in the State. There is a definite need for ongoing preservice and inservice training for vocational and exceptional child educators to help them in understanding each others' discipline. This hopefully will help to bring about a more effective comprehensive educational plan for each handicapped student. Participation of the small rural districts in Cooperative Agreement concerned with the planning council for vocational education of the handicapped has not been 100%.	Placement of handicapped students into appropriate vocational programs which meet their interests, needs and capabilities. Develop a system for the development of specific curriculum materials for handicapped students as well as the need for compilation, evaluation, and dissemination of existing materials. To make available the resources of the three cooperating disciplines (Vocational Education, Vocational Rehabilitation, and Exceptional Child Education) so that no handicapped student is deprived of a job placement before leaving the school situation.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. XIII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
(1)	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
1. The projection for the 73-74 school year of an increase of from 150 vocational units working directly with handicapped students to approximately 175 was accomplished. Because of the change to F.T.E. Funding and the reporting system now used by vocational education, it was impossible to extrapolate exactly the number of Full Time Teacher Units working with the handicapped for the 73-74 school year. However, we do know that there was a sizeable growth and that approximately 1,229 vocational teachers in the State of Florida worked with handicapped youth and adults in Florida in 73-74. This will be further encouraged in the 74-75 school year with 2,307 teachers.						

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. XIII

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SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
Florida International University To plan and implement a systematic teacher education curriculum which fuses the development of competencies by two divisions in preparing teachers for working with handicapped students.					Voc. Ed.	26,397
Florida International University Participants will be able to: a) differentiate alternative models of individualized competency-based instruction; b) write individualized competency based objectives for vocational-technical subjects; c) explain the purposes of and functions of learning guides and learning packages; d) evaluate individualized competency-based instruction in references to specific objectives.						8,890
Florida State University To develop and test audio-flash cards for teaching at least one homemaking skill to these handicapped: 1) hearing; 2) sight; 3) EMR; 4) arm or hand; to revise the materials listed under (a).						22,100
Florida Technology University To continue long-range program to promote unification of special education and vocational education in school curriculum for handicapped. To extend knowledge base started in 1974-75 workshop; identify successful procedures and programs; prepare workshop materials.						19,350

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. XIII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
University of Florida – To provide a workshop for vocational and technical teachers which will prepare them to work with handicapped children. The workshop would be developed along lines similar to the 1973 workshop remain and can be utilized in preparing for the 1974 program.						17,400
University of South Florida – Work evaluation program						53,000
Florida State University – To demonstrate industrial arts content and methodology that can be used in teaching handicapped children and youth. To refine and further develop the "Guide for Teaching Industrial Arts to Exceptional Children and Youth" which was produced as a first attempt during the summer, 1973, workshop on "Industrial Arts of Exceptional Youth" at Florida State University.						15,425
2. A project will be funded to provide for the development of a Career Education model for the handicapped in 74-75 school year (Sarasota County).						
3. State level support (administration, supervision, research, information dissemination) of vocational programs for the handicapped including: a) visibility conference for small counties b) consultation from State. c) encourage individual projects from districts d) encourage a statewide project that would help in meeting the above stated problem. This could possibly be in conjunction with the state goals and objectives of the existing Florida Learning Resources System.	ALL			2	Voc. Ed.	602,517

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1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. XIII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. (1)	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
4. Training activities: a) Fund the position of an associate professor of education at FIU to develop a course of study which will integrate vocational and special education curriculum for use in preservice and inservice education. b) Encourage all teachers training institutes in the State to provide for their vocational education students to take a survey course in E.C.E. c) Continuation of University workshops and conferences.						
5. Expansion of ongoing work evaluation efforts in Sarasota, Pinellas, Hillsborough, and Duval counties. Additional work evaluation units in Columbia, Dade and Santa Fe Community Colleges.						
6. Continuation of cooperative agreements between Division of Vocational Rehabilitation and twenty-seven school systems.				131	State	4,838,586 *

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*Not included in totals on worksheet

D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. XIII Handicapped - Overall

D. Exceptional children, ages 0-5, who do not receive positive and appropriate training from either parents, educational, medical or other support personnel, will develop the following negative characteristics: inappropriate or lack of learning resulting in negative social, emotional and intellectual behavior and heightened anxieties resulting from their own frustrations and a reflection of parent frustrations. It is estimated that of the 17,992 exceptional children, ages 0 to 5, and 414 are receiving instruction in public school programs and approximately 2,000 in community or other state agency programs.

b. OBJECTIVES FOR 19 74 – 19 76

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

By 1975-76, 35% of the 18,000 estimated exceptional children, ages 0-5, will participate in an appropriate home instruction program, nursery school program, Headstart or other community programs.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 74 – RELATED TO OBJECTIVE NO. XIII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN.	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE (2)	NUMBER (3)	TRAINED (4)	EMPLOYED (5)	SOURCE (6)	AMOUNT (7)
(1)						
1. Provide consultant services of one professional staff to assist districts initiate programs and provide liaison with Headstart and other community early education program.				1	Univ. of GA Univ. So. FL	10,000 14,000
2. Initiate early childhood projects for low prevalence areas in two districts: a) Infant Child Psycho-Educational Project - Taylor County		40			Title VI-B	28,476
b) Multi-County instructional counseling program for hearing impaired children 0-5, Orange County				2	Title VI-B	25,000*

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*Included under Problem Area IX

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D. PROBLEMS, OBJECTIVES, AND MAJOR ACTIVITIES

1. STATEMENT OF PROBLEMS AND OBJECTIVES

a. MAJOR PROBLEM

DESCRIBE IN CHILD-CENTERED TERMS A MAJOR PROBLEM TOWARD WHICH FEDERAL OR NON-FEDERAL FUNDS WILL BE EXPENDED. INDICATE THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN AFFECTED BY THE PROBLEM.

Problem No. XIII Handicapped - Overall

E. There are no systematic procedures within the State of Florida for determining the total manpower needs and training activities needed to provide adequate education programs for exceptional students.

There are no coordinated procedures for planning and sharing Florida's training resources to meet the manpower needs for exceptional student education.

b. OBJECTIVES FOR 19 75 – 19 76

DESCRIBE ONE OR MORE OBJECTIVES RELATED TO THE PROBLEM WHICH ARE EXPECTED TO BE ACHIEVED DURING EACH OF THE YEARS INDICATED. FOR EACH YEAR, SPECIFY THE NUMBER, AGES, AND TYPE(S) OF HANDICAPPED CHILDREN TO BENEFIT AND THE CHILD PERFORMANCE CHANGES ANTICIPATED.

1. By 1976, a manageable system of supplying program managers with manpower data for decision making will be designed.
2. By 1976, a plan will be designed and implemented for sharing the resources throughout the State to increase the effectiveness and efficiency of manpower programs for exceptional student education.

1. STATEMENT OF PROBLEMS AND OBJECTIVES *(continued)*

c. MAJOR STEPS OR ACTIVITIES FOR FY 75 – RELATED TO OBJECTIVE NO. XIII

SPECIFY THE MAJOR STEPS OR ACTIVITIES TO BE TAKEN IN THE YEAR(S) INDICATED WHICH WILL LEAD TO THE EVENTUAL ACCOMPLISHMENT OF THE PRECEDING OBJECTIVE(S). SPECIFIC DATES FOR ACTIVITIES SHOULD BE INDICATED WHERE KNOWN. *(1)*	CHILDREN TO PARTICIPATE		PERSONNEL TO BE		ESTIMATED COST	
	TYPE *(2)*	NUMBER *(3)*	TRAINED *(4)*	EMPLOYED *(5)*	SOURCE *(6)*	AMOUNT *(7)*
1. Establish an Advisory Board to give direction to activities to be carried out in the development of the system. 2. Select a steering committee from the Advisory Board to provide aid in carrying out activities and evaluation of same. 3. Available data will be organized and additional data collected in order to implement system. 4. On-site visits to training programs will be made to assist in collection of data. 5. Develop an 'information' file of programs within the State. 6. Develop a registry of university personnel. 7. Develop procedures for implementing inter-university and inter-agency cooperation and sharing of resources. 8. Establish guidelines for decision making in regards to establishing new training programs, closing a training program or making major changes in training programs.	Florida's Exceptional Student Program			2	Title VI-D	90,000

II.D.2 WORKSHEET - PROGRAM PLANS

FOR FY 75

STATE Florida

SUMMARY OF FUNDS BY PROBLEM AND SOURCE OF FUNDS

PROBLEM NUMBER a	CHILDREN TO PARTICIPATE		STAFF TO BE		ESTIMATED EXPENDITURES BY SOURCE OF FUNDS									
	TYPE b	NUMBER c	TRAINED d	EMPLOYED e	PART B, EHA f	P.L. 89-313 g	PART D, EHA h	ESEA I i	ESEA III j	VOC. ED. k	OTHER FED. l	STATE m	LOCAL n	TOTAL o
1	Profound TMR	(6,271) 4,894	(216) 107	(105) 509	100,000	(934,716)	13,506	62,666	82,429	115,770	(92,304)	(566,455) 9,247,932	3,082,644	14,310,524
2	EMR	(6,272) 28,099	(153) 334	(175) 2,094	2,020	(927,582)	29,521	162,913	373,752	272,890		(448,665) 35,567,478	11,855,826	49,677,774
3	SLD	20,024	568	986	37,252		15,206			10,000	60,000	19,173,450	6,365,698	25,661,606
4	ED	8,834	282	612	184,144	100,954	20,409		120,406	77,000	25,000	7,924,889	2,631,029	11,083,831
5	SM	9,633	218	472	12,000		3,210	1,029,000***		40,000*	40,000	4,618,303	965,171	6,707,684
6	PH-OHI	5,780	15	473	25,000		4,106		33,580	7,600		6,871,655	2,222,218	9,164,159
7	VI	1,311	66	173	32,171	100,000	19,110			58,000	53,845	2,222,506	318,178	2,803,810
8	D/B	92	106	24			3,000				118,244	223,066	76,720	421,030
9	Deaf	2,145	1,708	379	85,155	277,881	23,010			10,500		9,715,615	1,111,737	11,223,898
10	Hard of Hearing	1,728		59			3,986					1,079,995	359,998	1,443,979
11	Speech	50,111	72	644	81,967		22,856					11,808,420	3,929,473	15,842,716
12	Gifted	21,452	103	389			3,206		40,276			6,661,234	2,212,078	8,916,794
13	Overall		148	627	1,029,185		21,874		63,663	765,079	195,500	4,060,450		6,135,751
14														
15														
16														
17														
18		166,646	4,096	7,721	1,588,894**	2,341,133	183,000	1,254,579	714,106	1,356,839	584,893	120,190,113	35,130,770	163,393,556

UIA DC 74.1614

( ) Addendum - Division of Retardation
*From 15% set aside for disadvantage
**Includes carry over from FY 74 of $308,831
***Funds for Division of Youth Services from 750

E. CONTINUING PROJECTS WHICH IT IS ANTICIPATED WILL BE SUPPORTED WITH NON-FEDERAL FUNDS. PLEASE LIST MAJOR ACTIVITIES CONDUCTED DURING THE CURRENT AWARD YEAR UNDER PUBLIC LAW 89-313 OR PART B, EHA, WHICH WILL BE SUPPORTED DURING THE COMING YEAR THROUGH STATE OR LOCAL RESOURCES. *(Use separate copies of this page for Public Law 89-313 and Part B, EHA.)*

PREVIOUS FEDERAL FUNDING SOURCE *(check one)*

1. ☐ PUBLIC LAW 89-313
2. ☒ PART B, EHA

PROJECT NO. (1)	DESCRIPTIVE TITLE OF PROJECT (2)	APPLICANT AGENCY *(name and city)* (3)	HANDICAPPED CHILDREN TYPE (4)	HANDICAPPED CHILDREN NO. (5)	FEDERAL FUNDS, PREVIOUS YEAR (6)
74616	Accountability Study for Trainable Mentally Retarded Children and Youth	Duval County	TMR	600	$ 80,094.00
74629	Development of Performance Based Objectives for Educable Mentally Handicapped Children	Hillsborough County	EMR	2000	$ 20,450.00
74644	Work-Study Program for Educable Mental Retardates	Monroe County	EMR	25	$ 10,000.00
74647	Meaningful Curriculum Improvement for EMR Children	Okeechobee County	EMR	312	$ 20,212.00
74650	Parent Education and Guidance for Hearing/Visually Impaired Children 0-5 Years	Palm Beach County	VH, D-B, D	40	$ 40,725.00
74663	Curriculum Development Project for the EMR	Union County	EMR	492	$ 26,843.00
74669	Curriculum Development for the Educable Mentally Retarded	Duval County	EMR	120	$ 30,628.00

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PART III – PROJECT ADMINISTRATION

A. ADMINISTRATIVE FUNCTIONS. PLEASE DESCRIBE THE SPECIFIC PROCEDURES USED BY YOUR STATE IN THE FOLLOWING FUNCTIONS OF PROJECT ADMINISTRATION. *(Use additional pages for descriptions if necessary.)*	FEDERAL PROGRAM *(check each that applies)* 1. ☒ PUBLIC LAW 89-313 2. ☐ PART B, EHA

1. PROJECT DEVELOPMENT. PROCEDURES TAKEN TO STIMULATE AND ASSIST IN THE DESIGN OF PROJECTS.

1. Meeting of agencies participating in PL 89-313 to execute transfer of responsibility from the Compensatory Education Section (CES) to the Bureau of Education for Exceptional Students (BEES) and to plan for FY 1975.
2. Each agency will provide technical assistance to its subagencies in relating the use of PL 89-313 monies to its overall educational program.
3. SEA PL 89-313 Consultant, appropriate exceptional student staff, and agency representatives will meet to plan projected activities document.
4. SEA will review each agency's plan for use of PL 89-313 monies as it relates to the intent of the legislation.
5. SEA will give technical assistance to agencies in their educational planning and project application development, as requested.

2. PROJECT REVIEW. PROCEDURES FOR CONSIDERING PROJECT APPLICATIONS FOR POSSIBLE FUNDING.

Agencies will establish procedures for internal review of project applications. Procedures will be approved by SEA. SEA review of project applications, as follows:

1. Review of project application by SEA PL 89-313 Consultant, appropriate SEA exceptional student staff, and SEA Comptroller's Office.
2. Review of project application by PL 89-313 ad hoc committee of State Exceptional Child Advisory Committee.
3. Report of PL 89-313 Consultant and ad hoc committee to State Exceptional Child Advisory Committee.
4. Recommendations by State Exceptional Child Advisory Committee to Commissioner of Education.
5. Notification of project approval to agencies by Commissioner of Education.
6. Notification of project selection to BEH.

3. PROJECT MONITORING. FOLLOW-UP ACTIVITIES TO ASSESS PROGRESS OF PROJECTS AND THEIR ADHERENCE TO REQUIREMENTS.

1. Management monitoring provided by SEA PL 89-313 Consultant.
2. Fiscal monitoring provided by Title I accountant, SEA Comptroller's Office, to include at least one on-site visit and a written report.
3. Each agency will develop a plan for internal monitoring. Plans will be approved by SEA.
4. Program monitoring procedures, the responsibility of SEA, will be established with participating agencies and may include on-site reviews by other persons selected by SEA.

4. PROJECT EVALUATION. PROCEDURES FOR ASSESSING EXTENT AND IMPACT OF PROJECT ACCOMPLISHMENTS.

1. Agencies will determine the need for providing technical assistance to sub-agency program developers in evaluation techniques.
2. Identified technical assistance will be provided by the agency in coordination with SEA.
3. Evaluation of appropriate use of PL 89-313 funds and their impact on educational programs within agencies will be assessed by PL 89-313 consultant, assisted by other appropriate persons.
4. Reports of the assessment will be made to the agency directors; State Exceptional Child Advisory Committee; and BEH, on request.

5. PROJECT REPORTING. PROCEDURES FOR COMPLETION AND SUBMISSION OF END-OF-PROJECT REPORTS.

Information on program accomplishments will be reported in the annual report through narrative description and data related to project objectives. Agency reports and summary of all PL 89-313 activities will be forwarded to BEH.

6. PROJECT DISSEMINATION. COMMUNICATION ABOUT THE OPERATIONS AND OUTCOMES OF PROJECTS.

Project applicants are requested to submit a description of their dissemination plan. A mechanism will be established for the sharing of innovative practices and procedures within agencies and with the State Exceptional Child Advisory Committee. In the event that project activities result in a product, agencies will be encouraged to develop it for appropriate distribution.

B. ADMINISTRATIVE FORMS AND OTHER SUPPLEMENTARY INFORMATION. ATTACH COPIES OF THE APPLICATION FORMS, INSTRUCTIONS, AND OTHER PERTINENT MATERIALS *(other than such forms or materials supplied by USOE)* WHICH ARE USED BY YOUR STATE EDUCATION AGENCY IN THE ADMINISTRATION OF PUBLIC LAW 89-313; AND PART B, EHA.

PART III – PROJECT ADMINISTRATION

BEST COPY AVAILABLE

A. ADMINISTRATIVE FUNCTIONS. PLEASE DESCRIBE THE SPECIFIC PROCEDURES USED BY YOUR STATE IN THE FOLLOWING FUNCTIONS OF PROJECT ADMINISTRATION. *(Use additional pages for descriptions if necessary.)*	FEDERAL PROGRAM *(check each that applies)* 1. ☐ PUBLIC LAW 89-313 2. ☒ PART B, EHA

1. PROJECT DEVELOPMENT. PROCEDURES TAKEN TO STIMULATE AND ASSIST IN THE DESIGN OF PROJECTS.

Steps used in project development are as follows:

1) Guidelines, funding areas, criteria, and letter of intent application form sent to LEA's.
2) After letter of intent review, LEA's notified to submit project application.
3) Technical assistance provided LEA's in project application development by SEA exceptional student staff.

2. PROJECT REVIEW. PROCEDURES FOR CONSIDERING PROJECT APPLICATIONS FOR POSSIBLE FUNDING.

Steps used in project review are as follows:

1) Review of project letter of intent by ad hoc committee of State Exceptional Child Advisory Committee.
2) Review of project applications by SEA exceptional student staff and SEA Comptroller's Office.
3) Review of project application by State Exceptional Child Advisory Committee.
4) Recommendations by SEA exceptional student staff to State Exceptional Child Advisory Committee.
5) Recommendations by State Exceptional Child Advisory Committee to Commissioner of Education.
6) Notification of project approval to LEA's by Commissioner of Education.
7) Notification of project selection to BEH.

3. PROJECT MONITORING. FOLLOW-UP ACTIVITIES TO ASSESS PROGRESS OF PROJECTS AND THEIR ADHERENCE TO REQUIREMENTS.

Four types of project monitoring are provided:

Management monitoring provided by the Title VI-B consultant.

Fiscal monitoring provided by the Title VI-B accountant, SEA Comptroller's Office, to include at least one on-site visit and a written report of visit.

Program monitoring provided by SEA exceptional student consultant selected for the area of project emphasis to include two on-site visits and written reports of the visits.

Evaluation monitoring provided by a person selected by the Bureau for Exceptional Students to include one on-site visit and a written report of the visit.

4. PROJECT EVALUATION. PROCEDURES FOR ASSESSING EXTENT AND IMPACT OF PROJECT ACCOMPLISHMENTS.

Project applicants are required to include an evaluation component in the proposal and are encouraged to purchase consultant services in both program area and evaluation design. Wherever possible applicants are encouraged to obtain a letter of agreement or contract from the consultants outlining the role and responsibility of the consultant.

Evaluation monitoring, although not construed as educational auditing, provides a check on the evaluation procedures used.

Assessment of project activity determines impact on problem areas and the need to continue or establish new problem areas.

5. PROJECT REPORTING. PROCEDURES FOR COMPLETION AND SUBMISSION OF END-OF-PROJECT REPORTS.

Information on program accomplishments is reported in the annual report through narrative description and data related to project objectives. Products for state wide dissemination, such as reports, slides and films, must be provided by each grantee.

6. PROJECT DISSEMINATION. COMMUNICATION ABOUT THE OPERATIONS AND OUTCOMES OF PROJECTS.

Project applicants are requested to submit a description of their dissimination plan, including products to be developed.

Products produced under Title VI-B grants included in abstract form in the publication, Florida Developed Products Listing. Individual requests for copies of products may be obtained from the LEA.

Copies provided to the SEA are entered into a clearing house collection and made available on loan.

B. ADMINISTRATIVE FORMS AND OTHER SUPPLEMENTARY INFORMATION. ATTACH COPIES OF THE APPLICATION FORMS, INSTRUCTIONS, AND OTHER PERTINENT MATERIALS *(other than such forms or materials supplied by USOE)* WHICH ARE USED BY YOUR STATE EDUCATION AGENCY IN THE ADMINISTRATION OF PUBLIC LAW 89-313; AND PART B, EHA.